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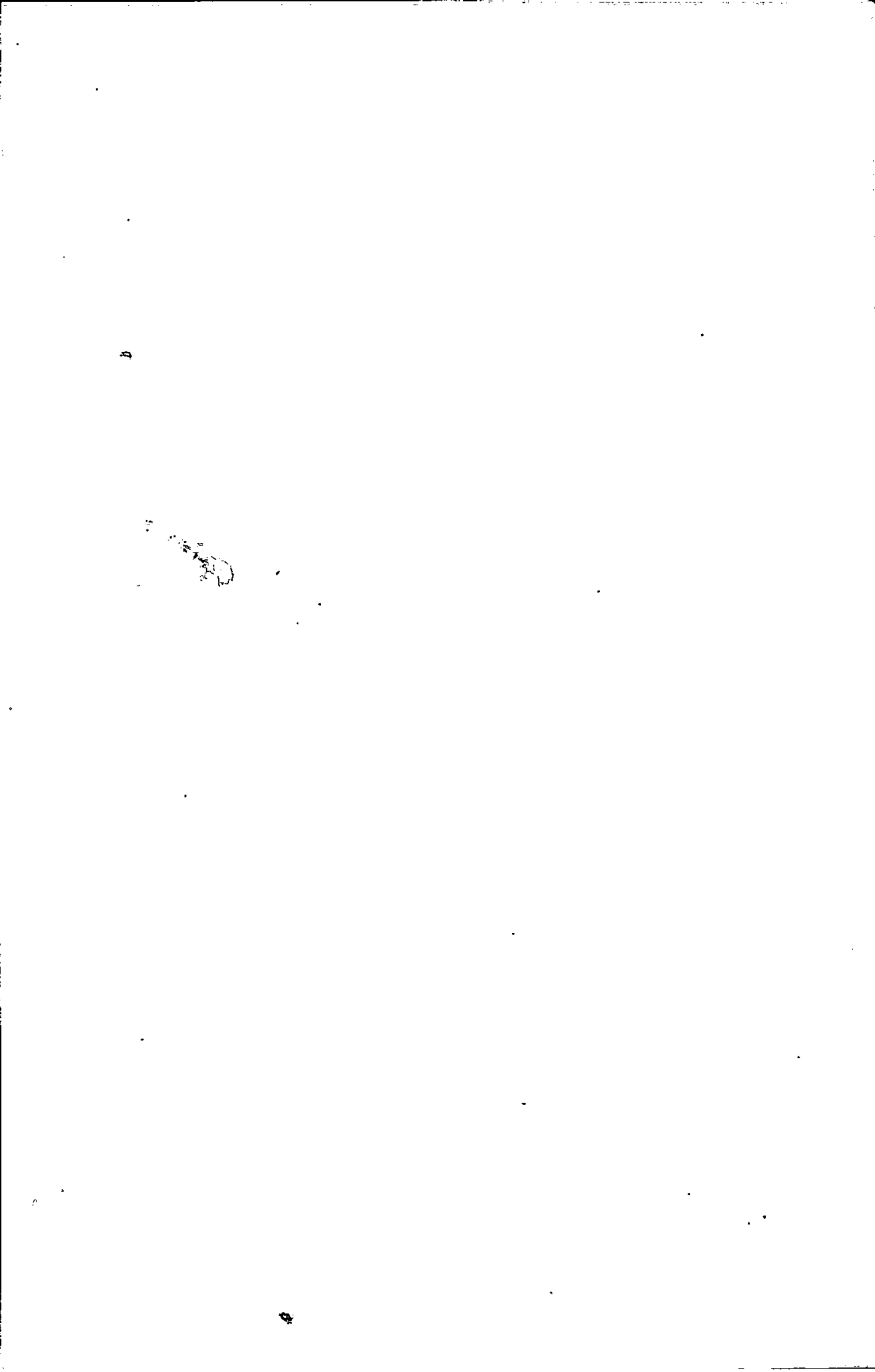
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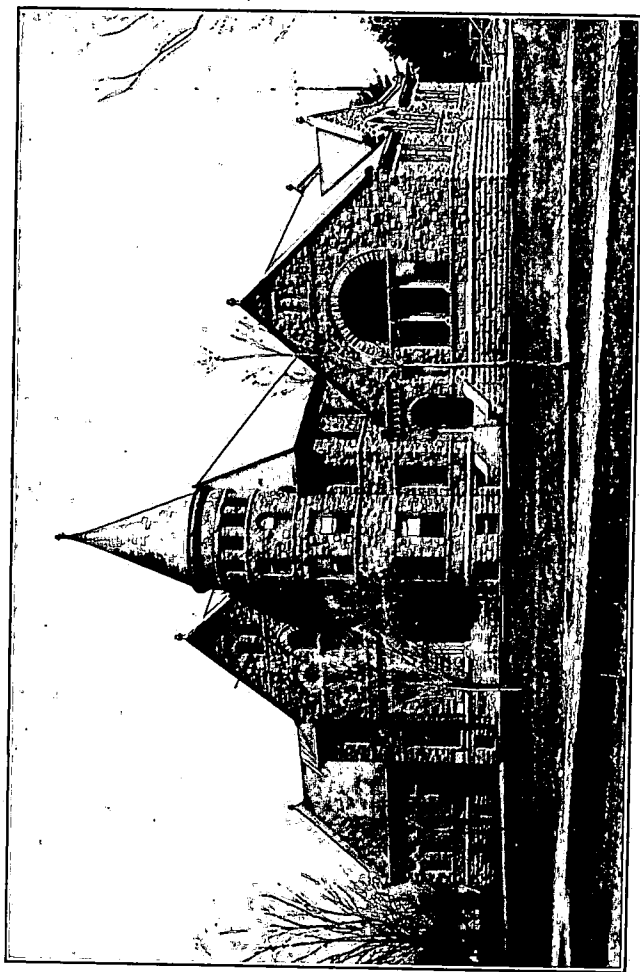
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Hope College

**HOLLAND
MICHIGAN**

1914-1915





WYNANTS CHAPEL AND GRAVES LIBRARY

HOPE COLLEGE

Founded as PIONEER SCHOOL, 1851
Reorganized as HOLLAND ACADEMY, 1857
Incorporated as HOPE COLLEGE, 1866

A COLLEGE
OF THE REFORMED CHURCH
IN AMERICA

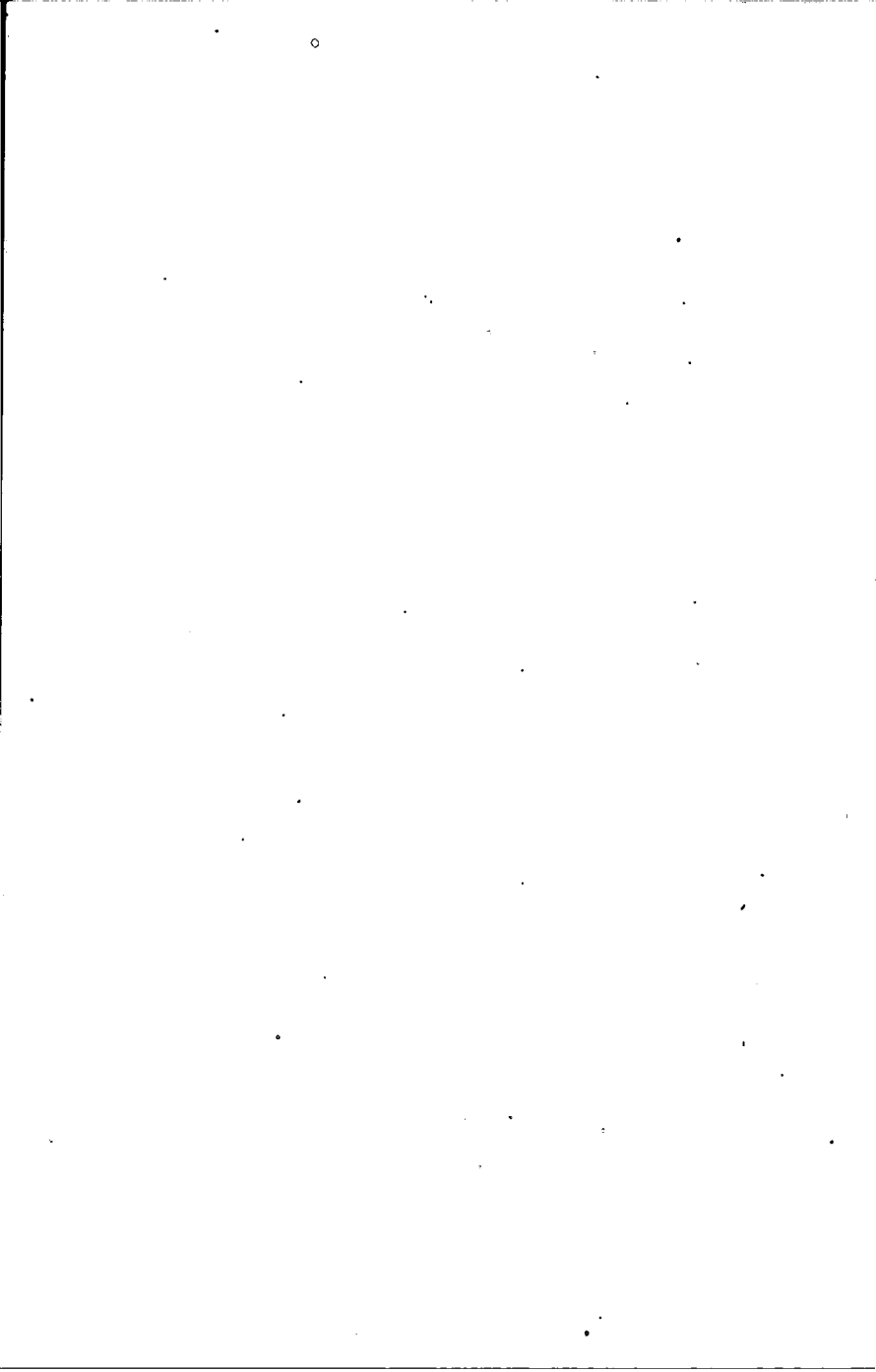


YEAR BOOK

1914-1915

No. 52

Including Announcements for 1915-1916



COLLEGE PUBLICATIONS

HOPE COLLEGE YEAR BOOK

DE HOPE

THE LEADER

THE ANCHOR

For copies of these publications, address
PROF. ALBERT RAAP,
Hope College,
Holland, Michigan

COLLEGE CALENDAR

VACATION

- 1914 September 15.....Examination for Admission, beginning at 9 A. M., in Graves Hall.
September 16.....Fall Term begins at 9 A. M.
November 26.....Thanksgiving Recess.
December 18.....Fall Term ends.

VACATION

- 1915 January 4.....Winter Term begins.
January 28.....Day of Prayer for Colleges.
March 26.....Winter Term ends.

VACATION

- 1915 April 5.....Spring Term begins.
April 28.....Meeting of Council.
May 8.....Voorhees Day.
June 3-4.....Examination of Senior and "A" Classes.
June 10-11.....Undergraduate Examinations.
June 13.....Baccalaureate Sermon.
June 14.....Closing Exercises of the Grammar School in Carnegie Gymnasium, 2 P. M.
June 15.....Meeting of Alumni Association.
June 15.....Meeting of Council, 10 A. M.
June 16.....Commencement Exercises in Carnegie Gymnasium, 7:30 P. M.

1915 - 1916

- 1915 September 14.....Examination for Admission, beginning at 9 A. M., in Graves Hall.
September 15.....Fall Term begins at 9 A. M.
November 25.....Thanksgiving Recess.
December 17.....Fall Term ends.

VACATION

- 1916 January 3.....Winter Term begins.
January 27.....Day of Prayer for Colleges.
March 24.....Winter Term ends.

VACATION

- 1916 April 3.....Spring Term begins.
April 26.....Meeting of Council.
May 8.....Voorhees Day.
June 1-2.....Examination of Senior and "A" Classes.
June 8-9.....Undergraduate Examinations.
June 11.....Baccalaureate Sermon.
June 12.....Closing Exercises of the Grammar School in Carnegie Gymnasium, 2 P. M.
June 13.....Meeting of the Alumni Association.
June 13.....Meeting of Council, 10 A. M.
June 14.....Commencement Exercises in Carnegie Gymnasium, 7:30 P. M..

THE COLLEGE FOUNDATION

The debt of this institution to the enterprising, zealous and capable leader of the colonists who settled in Western Michigan in 1847, the Rev. Albertus C. Van Raalte, D. D., will always be cheerfully acknowledged. A man of fine Christian culture and superior scholarship, he was profoundly impressed with the conviction that, next to the church, this growing community needed for its proper development a school for higher Christian education. No time was lost in framing measures looking toward the realization of this worthy ideal. By the hearty co-operation and heroic sacrifices of the sturdy pioneers whom he had brought here to subdue the primeval forest, the foundation of the proposed educational scheme was laid as early as 1851.

When, later, the churches organized among the pioneers in Western Michigan became affiliated with the Reformed Church in America, their school was placed under the care of the General Synod and received from that body strong encouragement, wise counsel and substantial help. In 1857 Holland Academy was organized, which grew apace, and in 1866 became known as Hope College, regularly chartered under the laws of the State of Michigan.

During the nearly fifty years of its history, Hope College has enjoyed a healthy and continuous growth. It has long since passed out of the experimental and provincial stage, has taken high rank in scholarship among the denominational colleges of our country,

and is serving a constantly expanding and increasingly influential constituency. Dr. Harper has said: "The institution which has survived the trials and tribulations of early years, and which by this survival has justified its existence not only to its constituency but to the world at large, deserves to live." Hope College has established itself more and more firmly and performed a constantly larger and better service. During the past decade the number of its students has increased one hundred per cent. It points with pardonable pride to the graduates that have become diplomats in the service of the King of kings in pagan lands, to those who occupy prominent pulpits in our own country, to those who have gained distinction in the healing art or in the practice of law, to those who fill important chairs in academies, colleges, theological seminaries and state universities, and no less to the rank and file who perform unostentatiously but faithfully and effectively the ordinary duties belonging to professional, commercial and industrial occupations.

Hope College has always remained true to its traditions and respected the exalted purpose of its founders. It aims to provide a broad and thorough cultural training leading up to the Bachelor of Arts degree and affording a strong foundation for future professional studies. It takes a broad outlook upon life and provides a comprehensive and well-balanced curriculum. Due attention is given to the scientific and modern language courses, while the time-honored and approved classical studies are given deserved prominence. It seeks to keep abreast of the times and to meet, so far as it can consistently, the demands of changing industrial, social and economic conditions.

As a Christian college it applies itself to the symmetrical development of body, mind and spirit, acknowledges its debt to the world at large, holds up

HOPE COLLEGE

before the students the ideal of Christian leadership, and strives to send them forth with a holy ambition to serve well their day and generation.

The educational scheme of Hope College comprises:

1. Hope Preparatory School. Some of the denominational colleges of the state have been led to abandon their preparatory department because of the fuller development and the growing popularity of the high schools as part of the public school system. While the value of the high school is fully recognized, there are certain important features that differentiate Hope Preparatory School from the high schools of the state, to which we invite the earnest attention of parents whose children have successfully completed the eighth grade of the public schools. At that stage of their educational advancement and during the years of adolescence, when mind and heart are most impressionable, when character is forming, when plans for their future are taking shape, boys and girls require the personal supervision, the more select association, the inspiration and stimulus of the upper class men, the more complete laboratory equipment, the religious atmosphere and training, the thoroughness and all-roundness of instruction which Hope Preparatory School aims to provide. Instead of entertaining the thought of abandoning it, the aim of the administration is to make the Preparatory School still more valuable, so that its distinctive advantages shall be cheerfully recognized and duly appreciated. For an outline of the courses offered and other information, see the detail of courses of The Preparatory School.

2. The College. The college is named second only because that is its chronological and logical order. It is a development of Holland Academy; but such is its position and rank to-day that its importance is par-

amount. Its increasing number of students is supplied by Hope Preparatory School and the other academies established by the Reformed Church, as well as by the high schools of Michigan and other states.

In the College five groups of studies are offered in such a way as to afford the advantages of the elective system without its disadvantages and to combine with electives those requirements which, in any of the groups, make for a well-rounded development and a preparation for later life in the professions or in commercial and industrial pursuits. It is felt that in these five groups, modified as individual conditions demand, there is insured the development of a refined sense and aesthetic taste, a practical utility in the life and affairs of a progressive world, a manly character and a loyal citizenship. A survey of these groups is given upon another page. In addition to the studies there shown enough electives are offered as the course progresses to ensure all the benefits of the elective system. By choosing the purely pedagogic studies as they are described under the statement of work in Education, a student enrolled in any of the five groups may fit himself for teaching and obtain the Michigan State Teachers Certificate without further normal school attendance.

THE COUNCIL

EX-OFFICIO

Ame Vennema, D. D., President of the College

ELECTED MEMBERS

From the General Synod

Names	Residences	Terms Expire
Mr. C. Dosker,	Grand Rapids, Mich.	1915
Hon. Arend Visscher,	Holland	1917
G. J. Kollen, L.L. D.,	Holland	1917
Hon. G. J. Diekema, L.L. D.,	Holland	1917
Mr. A. A. Raven,	Brooklyn, N. Y.	1918
Rev. John Lamar,	Chicago, Ill.	1918
Rev. John G. Gebhard, D. D.,	New York City	1919
Rev. Isaac W. Gowen, D.D.,	Weehawken, N. J.	1920
*Rev. Wm. Moerdyk, D.D.,	Holland,	1920

Classis of Michigan

Rev. J. Alexander Brown,	Grand Rapids, Mich.	1915
J. Van der Laan, M.D.,	Muskegon, Mich.	1917

Classis of Holland

Rev. G. De Jonge,	Zeeland, Mich.	1920
Rev. H. J. Veldman,	Holland	1920

Classis of Dakota

Rev. J. De Beer,	Harrison, S. D.	1918
Mr. M. Rhynsbarger,	Orange City, Iowa	1918

Classis of Iowa

Rev. J. P. De Jong,	Alton, Iowa	1915
Rev. H. Vander Naald,	Sheldon, Iowa	1915

(*) Died September, 1914.

Classis of Pella

Rev. B. F. Brinkman,	Pella, Iowa	1916
Rev. M. C. Ruissard,	Otley, Iowa	1916

Classis of Wisconsin

Rev. Peter Braak,	Chicago, Illinois	1916
Rev. A. H. Strabbing,	Sheboygan, Wis.	1916

Classis of Illinois

Mr. George Dalenberg,	Chicago, Ill.	1916
Rev. J. A. Thurston,	Chicago, Ill.	1916

Classis of Pleasant Prairie

Rev. W. T. Janssen,	Chapin, Iowa	1917
Rev. A. J. Reeverts,	Peoria, Ill.	1917

Classis of Grand River

Rev. A. Vandenberg,	Grand Rapids, Mich.	1917
Rev. John Luxen,	Muskegon, Mich.	1917

OFFICERS OF THE COUNCIL

Rev. A. Vandenberg.....	President
Rev. G. De Jonge.....	Vice President
Hon. G. J. Diekema	Secretary
Hon. A. Visscher.....	Treasurer

COMMITTEES OF THE COUNCIL

Executive Committee

President Ame Vennema.....	Chairman
Hon. Arend Visscher.....	Secretary
G. J. Kollèn, LL.D.,	Hon. G. J. Diekema
Rev. Gerhard De Jonge	Rev. H. J. Veldman

Investment Committee

(In charge of the funds of the Council)

Hon. Arend Visscher	President Ame Vennema
Hon. G. J. Diekema	G. J. Kollèn, LL. D.

THE FACULTY

REV. AME VENNEMA, D. D., President

GERRIT J. KOLLEN, LL. D., President Emeritus

JOHN H. KLEINHEKSEL, A. M., Vice President,
Professor of Mathematics.

JOHN B. NYKERK, A. M., Secretary,
Professor of the English Language and Literature and
Public Speaking.

DOUWE B. YNTEMA, A. M.,
Professor of Physics.

EDWARD D. DIMNENT, A. M., Registrar,
Voorhees Professor of the Greek Language and Literature.

ALBERT RAAP, A. M.,
Professor of the Dutch Language and Literature.

ALMON T. GODFREY, A. M., M. D.,
Professor of Chemistry.

REV. JOHN E. KUIZENGA, A. M., College Pastor,
Robert Schell Professor of Bible and Philosophy.

(On leave of absence 1914-1915.)

GEORGE S. MORRIS Fellow in Philosophy, University of Michigan.

PAUL. F. SCHUELKE, Ph. D.,
Curator of the Museum.

FRANK N. PATTERSON, A. M., (Harv.) Ph. D. (U. N. B.)
Professor of Biology.

MRS. WINIFRED H. DURFEE, A. B.,
Instructor in English.
Dean of Women.

WYNAND WICHERS, A. B.,
Professor of History.
Foundation of the Collegiate Reformed Church of New
York City.

MILTON J. HOFFMAN, B. A. (Oxford,) A. M.
Rodman Professor of the Latin Language and Literature.

EDWARDELIAS, A. B. (Harv.), A. M. (Chicago)
Professor of German and French.

REV. GEORGE BOONE McCREARY, Ph. D. (Grove City.)
Acting Professor of Bible and Philosophy (1914-1915)

FREDERICK G. WAIDE, Pd. D. (New York)
Professor of Education.

Miss ELMA G. MARTIN, Ph. B.,
Instructor in German and History.

WILLIAM J. MOERDYK, A. B.,
Instructor in Latin.

Miss JENNIE IMMINK, A. B.,
Instructor in Latin and English.

JOHN TILLEMA, A. B.,
Instructor in Latin and Greek.

Miss ALTA J. LICH, A. B. (Mich.)
Instructor in English.

Miss MAE BRUSSE, A. B.,
Instructor in German.

STANDING COMMITTEES OF FACULTY

COURSES OF STUDY

Profs. Kleinheksel, Dimnent, Yntema, Patterson.

CONTESTS AND PRIZES

Profs. Nykerk, Dimnent, Hoffman.

LIBRARY

Profs. Raap, Waide, Elias, Tillema.

CATALOG

Profs. Wichers, Hoffman, McCreary, Waide.

COMMENCEMENT

Profs. Dimnent, Raap, Wichers, Moerdyk.

ADVERTISING

Profs. Godfrey, Kleinheksel, Yntema, Waide, Elias, Nykerk,
Hoffman.

STUDENT DIRECTION

Profs. Dimnent, Kleinheksel, Wichers.

ADMISSION

Admission into the Freshman class may be obtained in any of the following ways:

1. By presenting a certificate of full graduation from the Preparatory School of Hope College, or from other institutions of like character and grade;
2. By presenting a diploma from any high school accredited by the State Universities of the Eastern and Central States;
3. By examination upon the studies prerequisite to the course desired.

An examination will be offered only upon the basis of the accepted requirements of standard secondary schools.

Students may enter an advanced class either at the beginning of the college year or at other times, provided they offer not less than fifteen standard units of secondary work and sustain a satisfactory examination on the studies already passed over by the class which they propose to enter. If students are received on condition, they may in certain cases be permitted to meet with the class, but all conditions must be removed before regular admission, and no classification will be allowed until all conditions are removed.

REQUIREMENTS FOR GRADUATION IN THE VARIOUS GROUPS OF STUDIES

<i>Classical</i>	<i>Philosophical</i>	<i>Natural Science</i>
Latin.....5	Latin.....5	English.....1
Mathematics.....3	Adv. German.....6	Biology.....3
Greek.....6	Mathematics.....6	Chemistry.....2
English.....5	History.....1	Biology or
History.....1	English.....3	Chemistry.....3
Chemistry.....2	Chemistry.....2	Psychology.....1
Biology.....1	Biology.....1	Ethics.....1
Psychology.....1	Physics.....3	Evidences.....1
Ethics.....1	Psychology.....1	
Political Science..1	Ethics.....1	The Freshman and
Evidences.....1	Evidences.....1	Sophomore years of any
		one of the other groups.

Modern-Language *English*

(Adv. German.....9)
(English.....10)
or
(German.....12)
(English.....10)
(Chemistry.....2)
French.....6
History.....3
Biology.....1
Psychology.....1
Evidences.....1
Political Science..1

Modern-Language *Mathematics*

Mathematics.....6
French.....6
(German.....12)
(English.....4)
or
(Adv. German.....6)
(English.....4)
(Political Science..1)
Chemistry.....2
Biology.....1
Psychology.....1
Physics.....3
Evidences.....1

In addition to these required branches a sufficient number of electives must be chosen to make thirty-six major credits or units of one hour's daily work for twelve weeks.

DEGREES

The Degree of Bachelor of Arts is given upon the completion of the courses outlined upon the preceding page under five groups. Studies are classified as major and minor—a major giving a full unit's credit, a minor one-half a unit's credit. A major credit is granted for twelve weeks' work with five recitations a week in any given subject, except as the subject is classed as a minor. Thirty-six major credits are required for graduation, a certain number of which are specified in the different groups. In addition to those specified others must be elected by each student until a total of thirty-six is obtained. The value of these thirty-six units is identical with the "one hundred twenty hours" of institutions which follow the plan of three hours daily work during a semester.

A wide range of elective subjects is offered and in the choice of these electives the student is not limited to the group in which he takes his specified subjects. The choice of electives is, however, subject to the direction of the Faculty and the student is required to consult the Faculty Committee on Courses and Student Direction.

No degree will be granted until at least one year's resident work has been completed, and this resident year must precede (except in the case of regular students who may be ill or otherwise incapacitated for Senior year work) immediately the granting of the degree. All credits for advanced standing will be reckoned upon the basis explained in the preceding paragraph.

For convenience in reference the "courses" or "credits" required in the five different groups are given on page 16.

DETAIL OF COURSES

All the courses scheduled below are given during both 1914-1915 and 1915-1916 except as indicated by specifying the years.

ENGLISH

1. *Rhetoric*—(Required in Modern Language Groups)—This course aims to acquaint the student with general principles respecting the art of composition, and to direct his attention to the chief requisites of pure style. Exactness of expression and idiomatic English are emphasized. Criticism is supplemented by composition. Text-books, Linn: *The Essentials of English Composition*; also *Illustrative Examples of English Composition*. Fourteen weeks, daily.

2. *Rhetoric*—This course must be preceded by Course 1, and is required in the same groups. Text-books, the same as in Course 1. Twelve weeks, daily.

3. *American Literature*—(1914-1915). A brief review of the development of American Literature, supplemented by a course in reading. Ten weeks, daily.

4. *English Literature and Rhetoric*—(Required in all groups).

(a) *Literature*—A review of the rise and development of English literature from Anglo-Saxon times until the Seventeenth century. Fourteen weeks, Tuesday and Thursday.

(b) *Rhetoric*—Exposition and Persuasion. Fourteen weeks, Monday, Wednesday and Friday.

5. *English Literature and Rhetoric*—(Required in all groups).

(a) *Literature*—A continuation of Course 4 a, and covering the literature of the seventeenth and eighteenth centuries. Twelve weeks, Tuesday and Thursday.

(b) *Rhetoric*—The Short-Story. Twelve weeks, Monday, Wednesday and Friday.

6. *The Lake School of English Poetry*—(1915-1916.) This course must be preceded by Courses 4 and 5. Ten weeks, daily.

7. *English Literature and Rhetoric*—(Required in all groups.)

(a) *Literature*—A continuation of Courses 4 and 5, embracing the Literature of the nineteenth century. Fourteen weeks, Tuesday and Thursday.

(b) *Rhetoric*—Argumentation and Debating. Fourteen weeks, Monday, Wednesday and Friday.

8. *Shakespeare*—(1916-1917). Ten weeks, daily.

9. *Tennyson*—(1914-1915). This Course must be preceded by Courses 4, 5 and 7. Ten weeks, daily.

10. *Browning*—(1915-1916). This Course must be preceded by Courses 4, 5 and 7. Ten weeks, daily.

LATIN

1. *Livy*—Book XXI, 6 weeks, daily. In this course, notes are given on the nature, methods and reliability of early historians. A careful review of the Latin Grammar is required.

De Senectute, four weeks, daily. This Course is designed to introduce the student who has read only

the orations to the ethical and philosophical works of Cicero.

Tacitus, Agricola, four weeks, daily. Special attention is given to the literary merits of this excellent biography, while at the same time the subject-matter relating to contemporary history is emphasized.

2. *Tacitus*, Agricola, concluded, one week.

Horace, Odes, eight weeks, daily. This Course includes notes on the nature and development of Roman lyric poetry, and lectures on Roman customs and life in the time of Horace.

Plautus, three weeks. 1914-1915 "Captivi."

3. *Pliny*, Letters with antiquities, four weeks, daily.

Cicero, De Amicitia, four weeks, daily.

Cicero, De Officiis, six weeks, daily. "The De Officiis is the best practical treatise on the Whole Duty of Man which Pagan antiquity affords." Forsyth.

4. *Tusculan Disputations*, Book 1, and the Dream of Scipio with philosophy, six weeks, daily.

Terence, Andria or Phormio. 1914-1915, the Andria. Three weeks, daily.

Elegiac Poetry. Three weeks, daily.

5. *Elegiac Poetry* concluded. Four weeks, daily.

Quintilian, six weeks, daily.

GREEK

1. *Historical Prose Writers*—Xenophon: Hellenica, Books 1-4, selections; Thucydides: selections; Herodotus: selections from the History. Composition, selected passages of connected English prose from historical writers, arranged by the professor in charge. The style, method and aim of the Greek

historians is studied, together with a review of the important facts of Greek history. Fourteen weeks, daily.

2. *The Greek Orators*—(a) *Lysias*: Against Diogeiton; Against the Grain Dealers; For Manti-theus; Against Eratosthenes; On the Sacred Olive. Notes on the Athenian constitution and state.

(b) *Selections from Antiphon, Isocrates and Isaeus*—The Greek orators and their art. Twelve weeks, daily.

3. *Homer*—Iliad, Books 1 to 4 inclusive; Odyssey. Books 5, 6, 9 and 10. The life and times of Homer, his place and influence. The origin, nature and development of Epic Poetry. Twelve weeks, daily:

4. (a) *Lyric and Melic Poets*—Selections. Notes on the history and development of Greek Poetry. Five weeks, daily.

(b) *Comedy*—Aristophanes, Frogs. Other works of Aristophanes are read by the instructor and lectures are given on the art of Aristophanes. Seven weeks, daily.

5. *Tragedy—The Oedipus Myth*; its treatment by Sophocles. Fourteen weeks.

6. *Studies in Greek Philosophy*—The Gorgias. Notes on the History of Greek Philosophy. Twelve weeks, daily. (1914-1915).

7. *Demosthenes*—The Philippics and Olynthiacs. Notes on the late Greek Literature. Ten weeks, daily.

8. *The History of Greek Literature*—This Course is open to all students of the College. No knowledge of the Greek is required. The aim is to provide a course in Greek literature for students who desire work in general literature, but who do not wish to study the Greek language. The work will be so

arranged that classical students may also pursue the course as a close of their study of the Greek language in the College. Classical students may be assigned original translations for presentation before the class. Lawton's History of Greek Literature will be used as a text book. Ten weeks, daily.

9. *The Greek New Testament*—This Course is elective and open to all students of the College. The aim of this Course is to offer to students who intend to pursue divinity studies, and any others who desire to read the Bible in its original form, an opportunity to prepare themselves, by a rapid and careful reading of the text, for later exegetic studies. No exegesis is attempted as this is considered a graduate study. In 1914-1915 The Pauline Epistles, with especial attention to the rhetoric, will be offered. In 1915-1916 The Synoptists, with especial attention to the grammar and syntax, will be given. Ten weeks, daily.

10. *The Septuagint*—A ten weeks course, five hours a week, is offered in the Greek of the Septuagint. Course 9 is a prerequisite.

GERMAN

1-6. Courses 1-6 are largely the same in substance as those offered under the same numbers in the catalog of the Preparatory School. They are, however, amplified to meet the needs of the more advanced students in the College. They are also designed to meet the special needs of such students as pursue the study of German but one year.

7. *General Reading Course*—This Course deals with the nineteenth century literature, both prose and poetry. Such works as portions of Freytag's *Bilder aus der deutschen Vergangenheit* and Eichendorff's

Aus dem Leben eines Taugenichts will be read in 1915-1916. Fourteen weeks.

8. An introduction to the German Drama. Consists mostly of readings from Schiller and Lessing. Certain plays are read individually by members of the class and reports are required. Lectures. Twelve weeks. (1915-1916).

9. *Heine*—A study of the poet, based on a reading of the Harzreise and portions of the Gedichte. This Course is also directed so as to give some appreciation of the German Volkslied. Ten weeks. (1915-1916.)

10. *The German Novel*—Readings of selected works of Freytag, Scheffel, Keller, Sudermann and Spielhagen. Outside reading required. The lectures on this Course will aim to present the genesis of this form of composition in German. Fourteen weeks. (1915-1916).

11. *Schiller*—A study of the writer from the reading of some of his dramatic works and the novel Der arme Spielmann. There will also be some investigation of the Romantic School, in German. Twelve weeks. (1915-1916).

12. *An Introduction to Goethe*—An endeavor will be made in this Course to secure some appreciation of the greatest of German authors. Hermann und Dorothea, some portions of the Dichtung und Wahrheit and the Egmont or some other drama will be read. The lectures will take up the life of Goethe and a consideration of his work with reference to the German people. Fourteen weeks. (1915-1916).

13. *Faust*—A reading of Part I of the Faust together with some of the history of the genesis of the Faust story. Some portions of Part II will also be read, if possible. Lectures on the subject and

papers required from members of the class. Fourteen weeks. (1915-1916).

14. *Lessing*—A study of the writings of Lessing, continuing the work begun in Course 8. Portions of the Hamburgische Dramaturgie and the Laocoon will be read. Twelve weeks. (1915-1916.)

15. *Outline Course in German Literature*—A general survey of the people, in German, together with some attention to the social and political environment which produced it. The manual used will be Kluge's Geschichte der Deutschen National-Literatur, supplemented by reading from Scherer and Francke. Lectures and reports. Ten weeks. (1915-1916.)

16. *Schiller*—A detailed study of the work of Schiller to complete the work begun in Course 8. Portions of Schiller's prose writings will be investigated, as will also the development of his dramatic works. Lectures and original papers. Fourteen weeks. (1914-1915.)

17. *The Drama of the Nineteenth Century*—Readings from the plays of Sudermann, Hauptmann, Heibel, Fulda, etc. Discussion of literary tendencies as illustrated by the writers of Das Junge Deutschland. Twelve weeks. (1914-1915.)

18. *Middle High German*—The reading of some portions of the Niebelungen Lied, Hartmann von Aue's Der arme Heinrich and some of the lyrics of Walter von der Vogelweide. Lectures upon the beginnings of the German epic and certain of the mediaeval legends. The principal peculiarities of the grammar of the Middle High German will be discussed with reference to their effect upon the language of the present day. Ten weeks. (1914-1915.)

(NOTE. Courses 13-18 inclusive will presuppose all the work of courses 1-12 inclusive or their equivalent.)

Die Deutsche Gesellschaft—This is a student organization. The aim is the securing of more information about Germany and the Germans. All the work is carried on in the German language. German folk-songs are also a feature of the program. Only active workers are desired as members of this society.

FRENCH

1. *Beginner's Course*—Grammar and composition exercises; translation of easy prose. Thieme and Effinger's Grammar; easy texts. Fourteen weeks.

2. Course 1 continued. Augier's *Le Gendre de M. Poirier* or Sandeau's *Mademoiselle de la Seiglière*. Twelve weeks.

3. *Modern French Fiction*—Selections principally from Daudet and Hugo. Especial attention will be paid to sight translation; review of the grammar with composition. Ten weeks.

4. *The Drama of the Seventeenth Century*—Corneille, Molière, Racine. The reading in class and as individually assigned of the principal plays of these authors. Lectures on the drama and the period. Fourteen weeks.

5. *The Prose of the Seventeenth Century*—Bouset, LaBruyère, Pascal, Descartes and La Rochefoucauld. Lectures. Ten weeks.

6. *The Sixteenth Century*—A general review of the period. Especial attention will be given to Rabelais and Montaigne and their educational theories. The Pleiade movement will also be noted. Twelve weeks.

7. *The Eighteenth Century*—Voltaire, Rousseau, Diderot and Beaumarchais. A study of the age called

by the name of Voltaire with an endeavor to find in the literature the currents which led up to the French Revolution. Fourteen weeks.

8. *French Romanticism*—Chateaubriand, De Musset, Lamartine and Victor Hugo. Lectures and outside reading. Twelve weeks.

9. *Naturalism and Realism in the Nineteenth Century*—Balzac, the De Goncourts, George Sand, Daudet, Zola. Other authors will be treated in special reports by members of the class. Lectures. Ten weeks.

(Courses 4, 5 and 6 will not be given in 1914-1915.)

ITALIAN

1-2. *Beginners Course*—Grandgent's Grammar; Bowen's Reader. D'Amicis' Cuore. Eighteen weeks.

3. *Dante*—The Inferno and selections from the Purgatorio and Paradiso. Eighteen weeks.

SPANISH

1-2. *Beginners Course*—Hills and Ford's Grammar. Matzke's Reader. Valera's Pepita Jimenez. Eighteen weeks.

3. *The Seventeenth Century*—Some portions of the Don Quixote and a play of Calderon, Lope de Vega or Tirso de Molina. Eighteen weeks.

4. *The Spanish Novel*—An optional Course with the preceding. Both will not be given the same year. Selected works of Galdos, Alarcon and Jose de Pereda.

NOTE. — Italian and Spanish will not both be given in the same year. Courses in these languages will be to a certain extent conditional on the number desiring to take the work and on certain other considerations of desirability.

DUTCH

The study of the Dutch Language and Literature is intended especially for those students who expect to work among the Dutch people; the Language is spoken in many homes and used in the meetings of many of our Reformed churches, especially in the west.

Our aim is to acquaint the students with the history of the Netherlands, the best literature written in the Dutch language and to enable them to use the language correctly in speaking and writing.

The courses are open for students of the Sophomore, Junior and Senior classes.

The following courses are offered:

1. *Terwey's Korte Nederlandsche Spraakkunst.* Oefeningen by Terwey's Korte Nederlandsche spraakkunst. De Bloemkrans van J. P. De Keyser, bevattende een keur van proza en poëzie. Opstellen. Fourteen weeks, daily.

2. *Terwey's Korte Nederlandsche Spraakkunst met Oefeningen.* De Bloemkrans van De Keyser. Boswijk en Walstra's Het Levende Woord, I. Opstellen. Twelve weeks, daily.

3. *Course 2* continued. Ten weeks, daily.

4. *Seschiedenis van Nederland.* Opstellen over geschiedkundige onderwerpen. Van Rijsegs, Geschiedenis des Vaderlands. Fourteen weeks, daily. (1915-1916.)

5. *J. L. Ph. Duyser's Seschiedenis der Nederlandsche Letterkunde.* Opstellen over letterkundige onderwerpen. Boekbeschouwingen. Lezen van De Genestet en Staring. Twelve weeks, daily. (1915-1916.)

6. *Course 5* continued. Lezen van Vondel, Bilderdijk en Da Costa. Teneinde zich te oefenen in

het spreken en voordragen wordt van de studenten verlangd dat ze een of meer oraties leveren gedurende dit en het vorige termijn. Ten weeks, daily. (1915-1916.)

7. *Nederlandsche Spraakkunst*. Lovendaal's, De Zin en het Zinsdeel. Koenen's Practische Taalstudie, I. Opstellen. Oraties. Fourteen weeks, daily. (1914-1915.)

8. *Course 7* continued. Boswijk en Walstra, Uit onze Beste Schrijvers. Opstellen en Oraties. Twelve weeks, daily. (1914-1915.)

9. *Course 8* continued. Ten weeks, daily. (1914-1915.)

HISTORY

1. *The History of Europe in the Middle Ages*—From the Fall of the Roman Empire in the West to Protestant Revolution. Fourteen weeks. (1915-1916.)

2. *The History of Europe since the Vienna Congress* (1815). Twelve weeks. (1915-1916.)

3. *The History of England*. Attention is paid to the Theory and Practice of the English Government. Ten weeks. (1915-1916.)

4. *The History of Europe since the Renaissance*. Fourteen weeks. (1914-1915.)

5. *The Development of American Nationality*. Twelve weeks. (1914-1915.)

6. *The Rise and Development of Prussia*. Ten weeks. (1914-1915.)

The library and text-book methods will be combined in all courses.

Individual research is required of each student in each course.

POLITICAL SCIENCE

A twelve weeks' course is offered each year in Political and Social Science. The text work is supplemented with observational and investigative work with the idea of awakening the mind to the facts and problems of political, economic and social life.

1. *Political Economy*—Text: Ely's Outlines of Political Economy. Detailed reports on the financial, labor, grain, produce and livestock markets; analysis of government, bank, fiduciary and trade reports and statements; historical survey of the development of the idea of Value. (1915-1916).

2. *Political Science*—The history of the growth of states, with especial reference to the United States Constitution. Investigation of the development of the principles of International Law. (1915-1916.)

3. *International Law*—An elementary study of the principles of international comity. (By arrangement.)

4. *Social Science*—Studies in the social group. An investigation of modern urban and rural conditions as they affect the body of the nation. Especial emphasis is laid upon the ethical aspect of social conditions. (By Arrangement.)

5. *City Government*—A study in modern city government. The Aldermanic System; Commission Government; City Managers; Charters; Home Rule; The State and the City; Public Utilities and the City; Budgets and City Accounting. (By arrangement.)

MATHEMATICS

The Freshman class takes up Plane and Spherical Trigonometry and Surveying or College Algebra.

In the Sophomore year follows the application of the principles of Trigonometry and Surveying, Navigation and Astronomy; after which Analytical Geometry and Calculus conclude the course in pure Mathematics.

1. *Trigonometry*—Plane, finished; with exercises. Fourteen weeks.

2. *Trigonometry*—Spherical with applications. Twelve weeks.

3. *Surveying*—with plats and field work. Ten weeks.

4. *College Algebra*—Fourteen weeks.

5. *Analytical Geometry*—Twelve weeks.

6. *Calculus*—Ten weeks.

PHYSICS

The course in Physics covers one academic year of daily work in the class-room, and two hours each week in the laboratory. The prerequisites are Elementary Physics and Plane Trigonometry. The course in the laboratory consists mainly of physical measurements, affording the student an opportunity to verify quantitatively the principles discussed in the class-room.

The Manual of Professors Reed and Guthe is to a large extent the guide in the laboratory. Every year substantial additions are made to the equipment.

1. *Carhart's University Physics*—Laboratory. Fourteen weeks.

2. *Carhart's University Physics*—Laboratory. Twelve weeks.

3. *Carhart's University Physics*—Laboratory. Ten weeks.

CHEMISTRY

The courses in this department aim to give the students not only a knowledge of scientific methods, but also a cultural training. The lecture and recitation work is supplemented by a laboratory course which aims to give the student skill in manipulation and a familiarity with the methods of reaching scientific results. Individual work is required in the laboratory. The equipment of the laboratories for both organic and inorganic work is very complete.

Students doing satisfactory work in the following courses readily receive unconditional credit for them in the leading universities.

It is the aim of the Department of Chemistry to give to a limited number of students who expect to become teachers of chemistry an opportunity to assist in the laboratories, and thus become familiar with the care and management of a laboratory.

Students contemplating the study of medicine should complete Courses 1, 2, 3, 4, 5 in order to meet entrance requirements.

1. *Inorganic Chemistry*—McPherson and Henderson's General Chemistry. Spring term, ten weeks. Lectures and recitation, five hours. Laboratory, four hours.

2. *Inorganic Chemistry*—McPherson and Henderson. A continuation of Course 1. Fall term, fourteen weeks. Lecture and recitation, five hours. Laboratory, four hours.

3. *Qualitative Chemical Analysis*—Baskerville and Curtman. Prerequisites: Courses 1 and 2. A study of the metals and acids with the various reagents. Detection of metal and acid ions. Group separation. Discussion of the principle of analysis, having special

regard to the theory of electrolytic dissociation and the laws of mass action. The systematic analysis of unknown compounds and mixtures which gives a practical course for acquiring skill in analysis. Winter term, twelve weeks. Laboratory, ten hours. Lecture and quiz, one hour. This course will be given in 1916 and each alternate year thereafter.

4. *Organic Chemistry*—Perkin and Kipping. Prerequisites: Courses 1 and 2. The marsh-gas series and the unsaturated compounds. Winter term, twelve weeks. Lectures and recitation, five hours. Laboratory work in synthetical preparations, six hours. This course will be offered in 1915 and each alternate year thereafter.

5. *Organic Chemistry*—Perkin and Kipping. This course is a continuation of Course 4. The aromatic series of the hydrocarbons. Spring term, ten weeks. Lectures, recitations and assigned topics, five hours. Laboratory work in synthetical preparation, six hours. This course will be offered in 1915 and each alternate year thereafter.

6. *Quantitative Chemical Analysis*—(Introductory Course.) Prerequisites: Courses 1, 2, 3. This course includes duplicate determinations of iron wire, and silver and copper in a dime by gravimetric methods; the calibration of one burette and one pipette, and volumetric determinations by precipitation, by neutralization, by oxidation and reduction, as well as the exact preparation of a normal solution. Spring term, ten weeks. Laboratory, ten hours. Lecture, one hour. This course will be offered in 1916 and each alternate year thereafter.

7. *Quantitative Analysis*—A continuation of Course 6. This course includes the duplicate analysis of barium chloride, zinc sulphate, dolomite and spathic

iron ore. Fall term, fourteen weeks. Laboratory, ten hours. Lecture and quiz, one hour.

8. *Quantitative Analysis*—A continuation of Course 7. The analysis of materials of a more complex nature. Winter term, twelve weeks. Laboratory, ten hours. Lecture and quiz, one hour.

9. *Water Analysis*—Mason. Prerequisites: Courses 1, 2, 3, 6. Waters in relation to health and disease are considered and methods of purification presented. The complete analysis of a water, with reference work, and thesis. Spring term, ten weeks. Laboratory, ten hours. Lecture and quiz, one hour.

BIOLOGY

PROF. FRANK N. PATTERSON, A. M., Ph. D.

The biological laboratory is equipped with necessary apparatus, reagents and microscopes. The plant room, the aquaria, and the cage rooms furnish living material for study. The museum rooms contain useful preparations of plant and animal structures. The dark room is equipped for photography and light reactions. The research rooms are provided with water, gas, and electricity, and a special library of modern reference books and journals.

The laboratory is fully equipped for the courses in Histology, Embryology and Bacteriology, having among other equipment the following pieces of apparatus: Sliding Microtome, Minet's Automatic Rotary Microtome, Electric Incubator, Hot Air Sterilizer, Arnold Steam Sterilizer, Autoclave, Laboratory Water Bath, Naples' Water Bath for Imbedding, Petri Dishes, Stenders, Coplin and Naples Staining Jars, Reflectoscope, twenty-five Compound Microscopes with Low

and High Power objectives as well as Oil Immersion Lenses, and a complete line of Microscopic Slides.

In each course in Biology, there is a minimum requirement of ten hours per week including laboratory, field and library work with lectures and quizzes.

1. *Morphology, Physiology and Ecology of Flowering Plants*—Analysis of plants and their identification by use of key and flora. Herbarium of twenty-five mounted specimens prepared by each student. Thirty-six experiments in elementary plant physiology. Constant use of the compound microscope for the study of the finer structure of the various plant tissues by means of prepared slides and tissues mounted by the students themselves.

Those planning to enter the medical profession are permitted to omit the preparation of the herbarium and substitute more advanced work in plant histology in which the student is given practice in staining, embedding, sectioning and mounting plant tissues for permanent microscopic slides. This course is a prerequisite to other college work in biology. Ten weeks; quiz, four hours; laboratory, six hours weekly.

2. *Invertebrate Zoology*—Morphology, physiology and embryology of invertebrate types. Practice in preparing and mounting tissues for microscopic study. Students are encouraged to do field work, to identify species and make collections. Fourteen weeks; quiz, four hours; laboratory, six hours weekly.

3. *General Bacteriology*—Morphology and Physiology of Protophyte and Protozoa; Microbiology of diseases of man and animals; microbiology of water, soil, sewage, milk and dairy products. The chemical products of the bacteria are studied as well as the chemical changes induced by bacteria,—the relation of bacteria to fermentation and decay. The principles of

pasteurization, sterilization and disinfection as well as their practical application are considered. How bacteria produce disease. Studies in Immunity. Sources of infection; methods for prevention of infection. Etiology of the principal infectious diseases. Some attention is given to the pathogenic protozoa.

The Course is designed to follow Courses 5 and 6 and precede or be taken with Course 12. Ten weeks, 5 hours per week.

4. *Vertebrate Zoology*—Morphology, physiology and embryology of vertebrate types. Opportunity is given to prepare permanent slides of selected tissues from some of the dissections, if time permits. Twelve weeks; quiz, three hours; laboratory, seven hours a week. (1915-1916.)

5. *Cryptogamic Botany*—Morphology, physiology and ecology of spore plants. A study of representative types of lower forms of plant life,—algae, fungi, mosses, liverworts and ferns. Especial attention is given to the following topics: development, reproduction, classification, cytology and evolution and variation in plants. Students are encouraged to collect material for study and are taught how to prepare it for microscopic examination. The first two weeks of the term is a continuation of Course 1, and is devoted to systematic botany and review work. Fourteen weeks; a minimum of three hours quiz and seven hours laboratory work a week is required. (1915-1916.)

6. *Hygiene and Sanitation, Human Anatomy and Physiology*—Personal, domestic and public conditions essential to health preceded by a study of elementary human anatomy and physiology as a foundation for the course. Practical work in the laboratory in anatomy, physiology, histology; and hygiene. Both the

laboratory and class work are of a general nature and are designed to meet the needs of the general student and especially of those who teach. Great emphasis is laid upon the study of the cell.

For those taking the medical preparatory work an optional laboratory course is offered. In anatomy, the student is required to make one complete dissection of a Vertebrate Animal; in practical physiology to make a study of the Fats, Carbohydrates and Proteids as far as time permits, using Nooy's Manual of Physiological Chemistry. In Histiology the students make a study of the principal tissues of the body from prepared slides.

This Course is an excellent preparation for Courses 4, 8, 9 and 10, and especially if advanced credits are desired in these subjects. Texts:—Hough and Sedgwick's "The Human Mechanism." Brown's Physiology in the Laboratory. Twelve weeks; quiz, four hours; laboratory, six hours weekly.

7. *Human and Comparative Biology*—This course deals with the general principles of biology, its history and development. The principles of classification are discussed: animals of each division of the animal kingdom are studied in regard to their structure and habits. Comparisons are made and the groups characterized. Animals and plants are compared briefly and contrasted. The structure and activities of the cell are discussed and a brief study of animal distribution and the elementary embryology of the chick and frog is made. Especial attention is given to the study of the adaptation of animals to environment and to the various theories proposed in explanation of variation. Such topics as the following are also discussed: effect of the use and disuse of organs, rudimentary organs, mimicry, instinct, heredity and Mendelism and other theories.

Students are not required to do dissection but there are laboratory demonstrations of material to illustrate the topics, as well as visits to the museum. A thesis is also required. Ten weeks; five hours a week.

8. *Comparative Embryology of the Vertebrates*—

The lectures deal in a comparative way with the development of the vertebrates. The laboratory work consists in the preparation and study of microscopic slides of the early stages in the development of the chick. Twelve weeks, ten hours per week; three hours recitation and seven hours laboratory.

9. *Microscopic Anatomy*—A practical course in staining, sectioning and mounting biological material for permanent slides. Selected tissues of plants or animals or some invertebrate animal may be prepared and studied, and sketches made. Research methods employed. Twelve weeks, ten hours per week.

10. *Chemical Physiology*—This course begins with the study of Fats, Carbohydrates and Proteids, unless this work has been completed in Course 6. Next a complete study is made of the digestive juices, saliva, gastric juice, pancreatic juice and bile. The action of the various ferments are noticed on carbohydrates, fats and proteids. The blood is examined chemically as well as with the aid of Microscope and Spectroscope. The methods of precipitation and separation of proteins by saturation with neutral salts are taken up. The study of normal urine is taken up. Urea is prepared from urine as well as synthetically, and its properties studied. Uric acid is isolated from urine and studied as well as its decomposition products alloxan, alloxantin, allantoin.

Hippuric acid is separated from urine and also prepared synthetically. The aromatic bodies phenol,

indol, skatol and pyrocatechin, are studied. Tests are made for recognition of pathological constituents of urine, such as tyrosin, leucin, cholesterin, bile acids, bile pigments, blood, pus, sugar, albumin, etc. The student makes a quantitative analysis of urine by volumetric and gravimetric methods, making estimates of the content of urea, uric acid, phosphates, chlorides, sulphates, albumin, globulen, sugar and haemoglobin. A Kjeldahl determination of Total Nitrogen in urine is made and Folin's method for determining Ammonia is applied. 12 weeks, 15 hours per week.

11. *Advanced Physiology and Ecology of Flowering Plants*—In this course ecology is treated from the morphological and physiological standpoints. Attention is called to those modifications which adapt plants to their environment. The laboratory work is in experimental plant physiology with field work in ecology. Twelve weeks, ten hours per week; three hours recitation and seven hours laboratory and field work, weekly.

12. *Bacteriology*—An advanced practical course is offered in general and pathogenic bacteria. About forty pathogenic and non-pathogenic bacteria are studied, inoculations made into all the ordinary media, permanent slides of each, with technique of ordinary and gram staining, also for differentiating the capsulated, flagellated and spore-containing species, hanging drop preparations, plating and fermentation tests; precipitation and agglutination tests. This course requires more time than the previous courses and may be taken in two half-courses and credit is given only on the completion of each half, and for work accomplished, regardless of time. Manual: Novy's Laboratory Guide in Bacteriology.

13. *Bacteriology*—A practical course dealing with the bacteriological examination of water, milk and sewage. Ten weeks, twelve hours per week.

PSYCHOLOGY AND PHILOSOPHY

Courses given by PROFESSOR KUIZENGA, except as specified.

1. *Psychology*—Texts : Pillsbury's Essentials of Psychology, Calkin's First Book in Psychology, Stout's Groundwork of Psychology, Maher's Psychology, Syllabus covering these texts. The course aims to be introductory, giving methods, viewpoints and general matter of normal psychology. Informal lectures, discussions, readings. Fourteen weeks. (Not given 1914-1915.)

2. *History of Greek and Medieval Philosophy*—Texts : Weber's History of Philosophy, Windelband's History of Philosophy, Plato's Republic and selections from the Dialogues, selections from Marcus Aurelius, and from Augustine; Syllabus, prepared to cover the work, and assigned readings. Twelve weeks. (1915-1916.)

3. *History of Modern Philosophy*—Texts : Weber's History of Philosophy, Windelband's History of Philosophy, Rand's Modern Classical Philosophers, Syllabus for the course. Twelve weeks. (1914-1915.)

4. *Ethics*—A general introduction to the study of the philosophy of the moral life. Dewey and Tufts' Ethics is used as a text book. The course includes the reading of one or more of the classics of Moral Philosophy and the study of some contemporary moral problem in detail. Frequent reports and an essay are required. Fourteen weeks, daily.

5. *Christian Evidences*—Texts : Mullins' Why is Christianity True? and other works on Evidences like

Bushnell's Character of Jesus, Begbie's Twice Born Men, etc. Informal but careful discussion gives the student a chance to state his actual difficulties. Ten weeks.

EDUCATION

General statement:—The aims of this department are:

1. To offer prospective high school teachers the necessary technical training for their profession.
2. To present educational history and problems in their more philosophic and scientific aspects so as to be of value to all college students whether they intend to become teachers or not.
3. To make the department a dynamic social factor in so far as it is possible in the community and the state.

The following courses are offered:

1. *Elementary Psychology*—Texts: Betts, The Mind and its Education; Colvin and Bagley, Human Behavior. This course aims to acquaint the student with the more elementary facts of psychology and their relation to behavior. Open to Freshmen. Fourteen weeks.

2. *General Psychology*—Required as a prerequisite of course 3. (Department of Philosophy and Psychology.) 1915-1916.

3. *Educational Psychology*—Text: Colvin, The Learning Process. A study of the general principles of learning, habit formation, and of the various activities of the mind involved in the process of education. The course deals with language, social consciousness, and the development of abstract thought. The prob-

lem of transfer in training, work and play, fatigue, economical methods of learning, tests of mental capabilities, are studied. Students prepare papers showing practical application in secondary school work. Twelve weeks.

4. *Mental Development*—A genetic study of the relation of mind to individual and social activities. The course deals with the psychology of mechanical and artistic invention; relation of language to thought; development of ideas of causation; the effect of genius on the mental life of the group; social customs and laws. A study is made of the mental traits, and modes of education of different peoples. Ten weeks. (1914-1915.)

5. *History of Education*—Ancient and Mediaeval. Text; Graves, A History of Education, Vol. I and II.

This course is a study of the educational principles and practices, systems and educational theories among ancient and mediaeval peoples. Twelve weeks. (1915-1916.)

6. *History of Education*—Modern. Text: Graves, A History of Education. Vol. III.

This course begins with a review of the doctrines and systems of Comenius, Locke and Francke. In the nineteenth century emphasis is placed on the educational development of Germany, France, England and America. Special study is made of present-day tendencies in education. Twelve weeks. (1914-1915.)

7. *History of American Education*—Text: Dexter, History of Education in the United States. This course will include a study of the origin and development of educational ideas, institutions and systems in the colonial period; the development of the academy, high school, college, university, and the professional school; the education of girls and women; manual and

vocational instruction; educational extension; education of defectives; and the work of the leading educators and theorists in America. Special study will be made of Michigan schools. Ten weeks. 1915-1916.

8. *Secondary School Problems*.—The following topics are discussed: The moral element in education; adolescence and education; the high school curriculum and its extension; certificate and entrance-examination systems; segregation in the high school; athletics; the school and the community; higher education. Visiting of high schools and reports on observation work is an essential part of the course. Ten weeks. 1915-1916.

9. *School Administration*.—Some of the problems discussed are: Forms of educational control; state, municipal, and private; the school board; school sites and buildings; Supervisory officers; the course of study; the teacher; compulsory education; school and the community; Lectures, assigned readings and reports. Ten weeks. 1915-1916.

10. *Social Education*.—Texts: Betts, Social Principles of Education; King, Social Aspects of Education. The various educational agencies—school, home, church and state—will be discussed from the sociological point of view. Specific examples of present-day experiments will be studied. Fourteen weeks. 1915-1916.

11. *Principles of Education*.—The biological, psychological, sociological, and religious factors in the educational situation will be analyzed and related both for their cultural value in giving insight into the school as an institution, and for their practical worth in formulating fundamental principles. Educational ideals and values are studied critically and constructively, and various theories of curriculum are compared and

evaluated with present-day practice. Fourteen weeks. 1915-1916.

**RULES GOVERNING THOSE WHO WISH TO BE RECOMMENDED FOR A
STATE TEACHER'S CERTIFICATE.**

1. Students must take five courses in addition to General Psychology.

2. Courses numbered 2 and 3 are required. The other courses are elective, four of which must be taken.

3. A student must average 85 per cent throughout his college course or he will not be recommended for a State Certificate. (Vote of faculty, Nov. 1912.)

4. Juniors must do six weeks of observation work. Seniors will be placed under a professor, teaching and observing the regular classwork for twelve weeks.

5. Students must write a thesis in each course showing special observation, research, and study. These theses shall be given to the department library.

6. Seniors in education are required to attend all regular and special faculty meetings of the department of education.

7. Seniors must satisfy the committee on recommendations of their ability and general fitness to teach.

BIBLE

COURSES GIVEN BY PROFESSOR KUIZENGA.

The purpose controlling the Bible study in the College is to acquaint the students with the contents of the Scriptures in such a way as to make the book a power and influence in their lives. So far as possible the attitude is simply and sincerely devotional. The

text books in use are the American Revised Version and the excellent studies arranged for the Y. M. C. A. courses. Once a week throughout the whole course for all students.

1. *Studies in the Life of Christ*—Text: Vollmer's Modern Bible Student's Life of Christ. Throughout the year.

2. *Studies in the Acts*—Texts: Bosworth's New Studies in the Acts. One term.

3. *Old Testament Studies*—Text: Whyte's Old Testament Characters: Pentateuch Conquest, United Kingdom, Davidic Psalms. Two terms.

4. *Old Testament Studies*—Text: Whyte's Old Testament Characters: Divided Kingdom, Captivity, Times of Reconstruction, Prophets. One year.

5. *Studies in Teaching of New Testament*—Bosworth's Studies in the Teaching of Jesus and his Apostles. One year. (Not given in 1914-1915.)

GYMNASIUM

1. Calisthenics and Apparatus Work. This course is required of all Freshmen. Twelve weeks, three hours per week. All gymnasium work is in charge of the Medical Director, Dr. Godfrey.

PUBLIC SPEAKING

The work of the Department of Expression and Public Speaking covers the four years of the College course. It includes the lectures on all of the necessary branches of the subject, the weekly class-room drill, practice in reading, and the delivery of orations.

Our aim is to develop and strengthen the voice along the natural and normal lines, to correct false

methods of breathing, delivery and expression, to cultivate and perfect right habits of speech and gesture, and thus prepare all the students for the art of private conversation and public address. Private lessons' at reasonable rates.

The College is a member of the Intercollegiate Oratorical Association of Michigan; also of the Intercollegiate Prohibition Oratorical Association, and the Peace Oratorical League.

1. *Freshmen*—Breathing. Orotund and Explosive vowels. Articulation and Pronunciation. Principles of Gesture. Reading. Text-book: Phillips' Effective Speaking.

2. *Sophomores*—Emphasis. Stress. Pitch. Rate. Pause. Gesture, continued. The Oration and Occasional Address.

3. *Juniors*—Inflection and Modulation. Practice in Bible reading. Orations and Debates.

4. *Seniors*—Climax. Practice in Bible reading; Orations and Extempore Speaking.

THE PREPARATORY SCHOOL

The Preparatory School aims to be exactly what its name indicates. It seeks to prepare for college entrance, for professional schools and for commercial, industrial, social and home life in a country of democratic institutions. The academies and preparatory schools of fifty years ago aimed at college preparation only. We have outgrown this stage. The progress and wealth of the nation are making it possible for boys and girls to seek further culture and training beyond that of the primary grades. Child labor laws require that a boy or girl be engaged in school activities until his fourteenth or sixteenth year. Besides this, many a youth is unable to "find himself" until the approach of young manhood. The curriculum of The Preparatory School has been arranged to meet all these conditions. There are several groups of varying nature.

The classical group affords a broad scholastic basis for advanced collegiate work. It embraces four years of Latin, two of Greek, three of English, three of Mathematics, one and one-half of Science, two and two-thirds of History and a sufficient number of other courses to complete sixteen units of work. This amount will admit to any standard college or university which admits on diploma.

The Latin group differs from the classical in substituting two years of German for the Greek. In standing, it is in all respects equivalent to the classical group. It has in mind especially those who are preparing for medicine, law or engineering.

The English group omits the Latin and Greek and offers a minimum of four years of English with a fifth year as an elective, and substitutes History and German for Latin, but corresponds in other respects to the foregoing groups.

The Normal group offers work in pedagogics and reviews. It keeps in close touch with grade school requirements and aims to prepare the student for teaching in grade work. The instructor in charge seeks to supply the student with work at the close of his course but will not recommend any who has not maintained an average of eighty-five per cent in all of his studies.

The Science group offers a total of three years of science work in addition to Latin and German as they are required in the Latin group, and the other general requirements of all the groups.

Students who desire a general course covering one year or more are provided for under the direction of the Committee on Student Direction. They must in all cases maintain the standards of any regular student, and their work differs only in that it covers shorter periods of time and may be taken up at any time, provided the student is prepared to take the subject. No diploma is granted to special students.

Especial attention is called to the element of supervision. Every pupil who enters The Preparatory School is grouped with not more than nine others and is given the constant supervision of an individual member of the faculty with whom he is advised to confer at any time in respect to his scholarship, his studies, his housing and all other questions pertaining to the life of a student. The member of the faculty who has charge of a group is required to report once a month on the standing of every member of the group, to watch his progress and to keep in personal touch with the student. This instructor, the registrar and the Com-

mittee on Student Direction constitute a committee on vocational guidance who carefully safeguard all the interests of the pupil, both for his school days and, insofar as possible, for the future.

The moral life of each individual student is guarded very carefully. The rules of the school are very few, covering only such things as a healthy Christian culture deems proper. Religious education is offered every student for the development of forceful character and good citizenship. All the social meetings of the student are under the supervision of the faculty and no practices are permitted which do not lead to fineness and delicacy of instinct and character. There is a wide range of social activities in all the aspects of student life and the faculty seek to assist in the social development of the pupil. Fraternities and sororities are not allowed upon the campus but the social ends sought by them are attained in every respect thru the literary societies and private entertainments. The literary societies provide for entertainment, contests, public rehearsals and forensic practice. Private work in elocution and music is offered. The gymnasium is under the care of an experienced, practicing physician who is at the same time a member of the faculty. When the director deems it necessary, the student is advised to seek the care of his family physician. The high moral tone which the faculty insist shall prevail upon the campus prevents all those ills and errors which are apt to be common among unguided youth.

In every way the utmost care is bestowed upon the student's development as an individual, but no set ideals are placed before him into which he is compelled to cramp himself regardless of his capacities and wishes.

The standard of scholarship is maintained without exception. Sixteen units of work is required before a diploma is granted. A unit is one hour of daily work each

week during a term. Four hours of work are required of all regular students; special students may take less under the guidance of the Committee on Student Direction.

A matter of great importance is an arrangement of the schedule, whereby, if a pupil wishes to occupy a part of his time in gainful occupations, he can place his class work in the morning hours and be free for gainful employment thereafter. All such arrangements are under the supervision of the Committee on Student Direction and a student is not allowed to take more subjects than his ability and his time permit. This arrangement of hours also permits pupils along the trolley lines to live at home. These non-resident pupils are under the care of a member of the faculty whose experience and study along these lines make him well qualified to guide the pupil.

The tuition fees are merely nominal,—six dollars a term payable *in advance at the beginning of each term*. This covers all expenses except gymnasium fee, graduation fee and laboratory fee. This small amount for tuition is made possible only by the fact that Hope College and The Preparatory School are supported by the friends of the Reformed Church in America. In this way a training second to that of none of the best private and select schools in America is aimed at, and the education of all youth who desire it for the highest usefulness as citizens and the highest character as individual men and women is offered.

ADMISSION

Pupils holding an "Eighth Grade Diploma" of an accredited public school will be admitted to the "D" class without examination; while applicants who do not have such certificate, will be subject to a strict

examination in the common school branches, Arithmetic, English, Grammar and Composition, United States History, Geography (not including Physical), Reading and Orthography. The examinations will be graded according to the requirements of the aforesaid diploma.

In order to enter any *Advanced Class*, it will be necessary for the applicant to pass an examination in the studies previously pursued by the class. If the applicant be received on condition, these conditions must be removed before regular admission. Applicants for admission will not find it possible to enter a class if they have not studied all the branches which the class has pursued.

GRADES AND REPORTS

The minimum passing grade is 70 on a basis of 100. Any student who, for reasons beyond his control, is deficient in any subject for the term or for the examination in the subject, is conditioned and is expected to cover the subject in an examination; failure to cover a subject either through inability or neglect requires the student to take the subject in class. Three failures (designated by "F") in the required subjects in the Preparatory School automatically drop a student into the class below; students in the "D" class are suspended for the current year unless they wish to continue in studies as specials or without credit. All conditions (designated by "C") must be made up by the end of the first week of the second term immediately succeeding the term in which the "C" was received; failure to comply with this rule automatically makes the "C" an "F" and subject to all the rules of failures regularly placed against a student's record.

A full statement of the student's record is mailed to his parents at the close of each term.

GRADUATION

Upon the Completion of forty-eight units of work or "credits" a diploma of graduation is awarded. All of these credits are "given" for required courses which must be pursued as scheduled in the different groups.

A "credit" or "unit" is one hour daily class per week during any of the three terms of the school year. Two hours of laboratory work are reckoned as the equivalent of one hour of class work, but are not included in the forty-eight units. A table of the required units is given below. No diploma will be awarded for less than one year resident work immediately prior to the granting of the diploma.

Table of Requirements in the Different Groups

	Classical	Latin	*Normal	English	Science
English	9	9	11	12 or 15	9
Greek	6				
Latin	12	12			6 or 12
Algebra	5	5	5	5	5
Geometry	3	3	3	3	3
Adv. Arithmet.	1	1	1	1	1
Physics	3	3	3	3	3
History	8	8	9	9	8
Physiology	1	1	1	1	1
German		6	3 or 6	0, 3, 6	6
Chemistry			2 or 0	2 or 0	2
Botany			1		1
Zoology			1		1
Agriculture			1		1
Pedagogics			4		
Reviews			3		
Electives			Up to forty-eight units		

* This group may be varied so as to give six units of German without Education or without Normal Reviews. The Normal Reviews are intended as preparation for county teachers' examinations.

FACULTY

AME VENNEMA, D. D.,
President.

GERRIT J. KOLLEN, LL. D.,
President Emeritus.

PROF. JOHN H. KLEINHEKSEL, A. M., Vice President,
Mathematics.

PROF. JOHN B. NYKERK, A. M.,
English.

PROF. DOUWE B. YNTEMA, A. M.,
Physics.

PROF. EDWARD D. DIMNENT, A. M.,
Greek.

PROF. A. RAAP, A. M.,
Instructor in Mathematics.

PROF. ALMON T. GODFREY, A. M., M. D.,
Chemistry.

REV. JOHN E. KUIZENGA, A. M.,
Bible.

PROF. FRANK N. PATTERSON, Ph. D.,
Natural Science.

MRS. WINIFRED H. DURFEE, A. B.,
Instructor in English.
Dean of Women.

PROF. WYNAND WICHERS, A. B.,
History.

PROF. MILTON J. HOFFMAN, A. B.,
Latin.

PROF. EDWARD ELIAS, A. M.,
German.

REV. GEORGE BOÖNE McCREARY, Ph. D.,
In charge of Bible (1914-1915.)

PROF. FREDERICK G. WAIDE, Pd. D.,
Education.

MISS ELMA G. MARTIN, Ph B.,
Instructor in History and German.

WILLIAM J. MOERDYK, A. B.,
Instructor in Latin.

MISS JENNIE IMMINK, A. B.,
Instructor in English and Latin.

JOHN TILLEMA, A. B.,
Instructor in Latin and Greek.

MISS ALTA J. LICH, A. B.,
Instructor in English.

MISS MAE LOUISE BRUSSE, A. B.,
Instructor in German.

STUDENTS' ADVISORY COMMITTEE,

Profs. Raap, Hoffman, Tillema.

Accompanist, Theodore Zwemer.

Janitor, Bernard Bloemendal.

DEPARTMENTS AND COURSES

All courses for 1915-1916 are identical with those for 1914-1915, except as indicated by specifying the years.

ENGLISH

1. *Grammar*—All the sections are required to take a thorough review of Formal Grammar, both for its practical use in the English Department, as well as for the value such a drill affords as a preparation for the study of foreign languages. Text book: Longman's Grammar to Participles. Fourteen weeks.

2. *Grammar*—This course must be preceded by Course 1, and must be pursued by all sections. Text book: the same as in Course 1, completed; analyzing and parsing of selections from prose and poetry; Coleridge's Ancient Mariner; Lowell's Vision of Sir Launfal. Twelve weeks.

2e. *Grammar Reviews*—This course is intended for the English group, and purposes to give a special linguistic drill as a substitute for Latin. Twelve weeks.

3. *Literature*—Scott's Ivanhoe; Scott's Lady of the Lake. Ten weeks.

3e. *Grammar Reviews*—This course is a continuation of Course 2e, and must be preceded by it. Ten weeks.

4. *Literature*—Shakespeare's Merchant of Venice; Bunyan's Pilgrim's Progress; Ruskin's Sesame and Lilies; Irving's Sketch Book. Fourteen weeks.

5. *Literature*—Palgrave's Golden Treasury (First Series) Book IV; George Eliot's *Silas Marner*; Carlyle's *Essay on Burns*; Goldsmith's *Vicar of Wakefield*. Twelve weeks.

6. *Composition and Rhetoric*—In the Preparatory School, more stress is laid on the constructive than on the negative or critical side of the study of Rhetoric. Much paragraph work and theme-writing is required, and the manuscript is carefully reviewed by the instructors. The course is for all the sections. Text-book: Scott and Denney's *Composition-Rhetoric*, begun. Ten weeks.

7. *Composition and Rhetoric*—This course is a continuation of Course 6, and must be preceded by it. Text-book concluded. In addition to this an analytical study of Burke's *Conciliation* is made. Fourteen weeks.

8e. *English Literature*—Text-book: Pancoast and Shelley's *A First Book in English Literature, to The Modern English Period*. Twelve weeks.

9e. *English Literature*—Text book concluded. Ten weeks.

10. *Orthoepy, Diacritics, English Idiom*—This course is pursued by the English group, and must be preceded by Courses 1, 2, 6 and 7. Fourteen weeks.

10e. *Oral English*—Fourteen weeks.

11. *Literature*—Painter's *Elementary Guide to Literary Criticism*; Shakespeare's *Julius Ceasar* and *Macbeth*.

12. *Literature*—Macaulay's *Essay on Milton*; Milton's *L'Allegro*, *IL Penseroso*, *Comus* and *Lycidas*, Hawthorne's *House of the Seven Gables*. Ten weeks.

The courses in English Masterpieces, required in all the sections, conform to the recommendations of the "English Conference of the Eastern and Middle States." The aim is, first, to arouse in the student an appreciation of the true, the sincere, and the beautiful in literature; secondly, to help him by means of study of the ideal forms of expression, to give utterance to this insight with idiomatic force and fluency. In connection with this sympathetic critical study, two essays (on the average) on each masterpiece are required, the manuscript being carefully examined and criticized by the instructors. The memorizing and expressive rendering of choice selections from the prescribed classics is also deemed of the utmost importance. These courses are found in detail above. Besides the usual collateral work, students are required to read Halleck's History of English Literature, or its equivalent.

HISTORY

1. *History of Greece*. Fourteen weeks. "D" year.

2a. *History of Greece*, completed. Six weeks. "D" year.

b *History of Rome*, begun. Six weeks. "D" year.

3. *History of Rome*, completed. Ten weeks. "D" year.

Courses 1, 2 and 3 are intended to give the student a general idea of the institutions and culture of the Classical peoples.

4. *History of England*. Fourteen weeks. "D" year.

5. *Medieval European History*. Twelve weeks. "C" year.

6. *Modern European History*. Ten weeks. "C" year. Courses 5 and 6 aim to present the important periods of History and to give the prospective College student a general outline for more intensive work.

7. *American History*. Fourteen weeks. "B" year.

8a. *American History*, completed. Six weeks. "B" year.

b. *Civics*, begun. Six weeks. "B" year.

9. *Civics*, completed. Ten weeks "B" year. Courses 7, 8 and 9 offer a study of existing conditions and institutions, and their origin. They are intended as preparation for efficient citizenship.

In all courses text book and laboratory methods are combined. All courses are required except 4 which is required only of Normal and English students.

LATIN

In the Preparatory School there are twelve terms of Latin. The Roman method of pronunciation is used. The student is, as soon as practicable, introduced to the simple stories in "Viri Romae" and carefully drilled in the rudiments of the Grammar. In Caesar and Cicero much attention is given to the Sequence of Tenses, Conditional Sentences, Oratio Obliqua, and the Subjunctive Mood. Throughout the course, exercises are given in rendering English into Latin one hour a week.

1. *Introduction*. Fourteen weeks.

2a. *Introduction*, cont. Six weeks.

b. *Viri Romae*. Six weeks.

3. *Viri Romae*, cont. Ten weeks.

4a. *Viri Romae*, cont. Twelve weeks.

b. *Nepos*. Two weeks.

5. *Nepos*. Twelve weeks.

6. *Caesar* II-IV. Ten weeks.
7. *Caesar* I. Eight weeks. Sallust's *Catiline*. Six weeks.
8. *Cicero*, four orations. Twelve weeks.
9. *Cicero*, three orations; *Phaedrus*. Ten weeks.
10. *Vergil*, three and one-half books. Fourteen weeks.
11. *Vergil*, two and one-half books. Twelve weeks.
12. *Vergil*, one book; *Ovid*. Ten weeks.

GREEK

1. *Beginner's Course*—Texts: White; Goodwin's Grammar. The work is laid out on the basis of these two texts books, supplemented by easy texts adapted to practice and sight reading. Stress is laid upon methods of study, word lists and inflections. Fourteen weeks.

2. *Completion of Course I*—Twelve weeks.

3. *Xenophon*—*Anabasis*, Book 1. Composition; exercises based upon the text read. Review and application of the principles of syntax and inflection. Ten weeks.

4. *Xenophon*—*Anabasis*, Book 2, 3 and 4. Composition with daily application of the principles of syntax as they arise in the texts read. Sight translation of selected passages from the Greek historians. Fourteen weeks.

5. *Xenophon*—Selections. This work is taken up in lieu of Homeric study, so that the mind of the young student need not be troubled with the forms and constructions of the epic before a thorough mastery of the Attic has been attained. It is believed that time is saved in this way, and the student's ambition is not lost in the confusion resulting from a maze of forms

seemingly contradictory. Homer is reserved for college in connection with the other poets. Twelve weeks.

6. *Thucydides*—Selections. The aim of the course is identical with that of Course 5. Ten weeks.

GERMAN

1. *Beginner's Course*—The aim is to secure a good reading knowledge of easy German and the ability to turn simple English into German. Conversation is used wherever possible, but is a means, not an end in itself. The memorizing of a number of the most famous German poems and songs. Fourteen weeks.

2. A continuation of Course 1.

3. This course is in the main a continuation of Courses 1 and 2 but with the addition of some of the more common principles of syntax.

4. *A Novellen Course*—The reading of a number of simple German stories such as Storm's in St. Jorgen and Wildenbruch's Das Edle Blut. The morphology of the language is reviewed and the more advanced syntax is studied. Fourteen weeks.

5. *Schiller and Freytag*—The Wilhelm Tell and Die Journalisten. German Composition. Twelve weeks.

6. *An Introduction to German Poetry*—Memorizing of some of the poems is required. Continuation of the Composition. Ten weeks.

MATHEMATICS

The preparatory work in Mathematics embraces Arithmetic, Algebra and Geometry. The first term is devoted to a review of Arithmetic and the introduction of such advanced work as shall find direct practical application in the different courses in this institution.

Algebra is commenced the second term of the "D" year, continued for five consecutive terms, and concluded with an extended general review of the subject at the end of the "C" year.

Geometry is begun the second term of the "B" and completed the first term of the "A" year.

In all these both facility in computation and thoroughness and breadth of information are made the aim of the instruction, so as to lay an adequate foundation for future study in Mathematics.

1. *Arithmetic*—Notation, the operations, metric system, divisors and multiples, fractions, ratio and proportions, roots. Fourteen weeks.

2. *Algebra*—Notation, the operations, factoring. Twelve weeks.

3. *Algebra*—Equations, fractions, problems. Ten weeks.

4. *Algebra*—Fractional equations and problems, elimination, evolution, exponents, radicals. Fourteen weeks.

5. *Algebra*—Complete review. Twelve weeks.

6. *Algebra*—Completed. Ten weeks.

7. *Geometry*—Definitions, the line and the circle. Twelve weeks.

8. *Geometry*—Plane Geometry, finished; with exercises. Ten weeks.

9. *Geometry*—Solid, completed; with exercises. Fourteen weeks.

10. *Reviews of Arithmetic and Algebra*—Twelve weeks.

BIOLOGY

1. *Human Physiology*—The human body and healthful living. Fall term. Fourteen weeks, daily, with laboratory work. "C" class. Required.

2. *Physical Geography*—The physical features of the earth with reference to living things. Fourteen weeks.

3. *Elementary Zoology*—Twelve weeks. Ten hours of laboratory and library work each week, with two hours of talks and quizzes.

4. *Elementary Botany*—Ten hours of laboratory, field and library work each week, with two hours of talks and quizzes. Ten weeks.

EDUCATION

1. *Psychology*—Text: Betts, The Mind and its Education; Colvin and Bagley, Human Behavior. This course aims to acquaint the student with the elementary facts of psychology. Fourteen weeks.

2. *Rural Schools*—Text: Foght, The American Rural School. A study of rural school conditions and problems, the one-room school, graded and consolidated school, buildings, school grounds, qualification of teachers. Visiting of schools by students is required. Fourteen weeks.

3. *Art of Teaching and Study*—Texts: White, The Art of Teaching; McMurry, How to Study. Fundamental laws of mental growth and their application. Methods of recitation with special reference to elementary schools. Course of Study for Michigan District Schools. Twelve weeks.

4. *School Management*—Text: Seeley, New School Management. Under the general topic is included a brief treatment of supervision, grading, and school program. Michigan School Laws. Ten weeks.

5. *General Review*—This course aims to fit the student, mainly as to subject matter, partly as to special teaching methods, for the work of elementary teaching and the requirements of the teachers' examination. Arithmetic will be taken up in this course. Ten weeks.

6. *General Review*—This course is a continuation of Course 5. The time will be divided between History and Geography. Fourteen weeks.

7. *General Review*—The same as Course 5. This term is devoted to Reading, Spelling, and Grammar. Twelve weeks.

It is planned to have practice teaching and observation count as a part of the work in courses 5, 6, and 7.

CHEMISTRY

The principles of Chemistry are thoroughly discussed in the lecture room, and illustrated by typical experiments. The chemical laboratory is well ventilated and lighted and has all the necessary equipment to make it a first-class laboratory. Individual work is required in the laboratory.

1. *General Chemistry*—An introduction to the general principles and the fundamental laws of Chemistry. Recitations and demonstrations, five hours; laboratory, six hours a week.

2. *General Chemistry*—This course is a continuation of Course 1. An introduction to general inorganic Chemistry. Recitations and demonstrations, five hours; laboratory, four hours a week.

PHYSICS

The course in Physics in the Preparatory School covers one academic year with daily class work and two hours laboratory work each week. A large range of work is pursued in the laboratory, with the aim to make it a practical study of the fundamental principles of the subject; while it is mainly qualitative in its

character, still due stress is laid on a certain amount of quantitative work. The equipment for this department is very complete.

1. *First Principles of Physics.* Carhart and Chute. Fourteen weeks. Laboratory, two hours each week.

2. *First Principles of Physics.* Carhart and Chute. Twelve weeks. Laboratory, two hours each week.

3. *First Principles of Physics.* Carhart and Chute. Ten weeks. Laboratory, two hours each week.

BIBLE

The student uses the American Revised Version as his text book. Outlines and questions are prepared by the professor of Bible Study. The purpose is to acquaint the student with Bible facts, and, so far as possible with preparatory students, to help them understand. One recitation a week for all students throughout the course.

1. *Studies in the Pentateuch.*
2. *Studies in the Historical Books.*
3. *Studies in the Life of Christ.*
4. *Studies in the Acts and in the Period of Reconstruction.*

GYMNASIUM

1. *Calisthenics and Apparatus Work.* This course is required of all "D's." Twelve weeks, three hours per week. All gymnasium work is in charge of the Medical Director, Dr. Godfrey.

SCHOOL OF MUSIC

The courses in Music include Piano, Pipe Organ, Voice Culture, the Violin, Viola, and other string instruments. Besides the individual work suggested on other pages there is opportunity afforded for ensemble work, including classes in Harmony, Composition, History, Theory and Sight-singing.

Faculty and student recitals are given several times each year under the direction of the School of Music.

The Choral Society, under the direction of Mr. John B. Nykerk, pursues the study of some cantata or oratorio, and gives several public concerts annually.

Studios for voice and piano practice are provided, and any desired number of hours may be arranged for at a merely nominal charge.

For cost of tuition and other expenses, application should be made to Prof. John B. Nykerk, Holland, Mich.

FACULTY

MR. OSCAR CRESS

Piano.

MR. WALTER HARTLEY, Mus. Bac. (Yale)

Pipe Organ, Theory and Composition.

MISS GRACE M. BROWNING

Voice.

MISS CLARA COLEMAN

Violin.

W. W. WILKINS

Orchestral Instruments.

MR. HARRIS MEYER

Accompanist.

MR. JOHN B. NYKERK, A. M.

Secretary.

STUDIOS, VOORHEES HALL

PIANO

Mr. Cress is an exponent of the Leschetizky method, having been a pupil in the celebrated Leschetizky school, in Vienna, Austria, where he studied for a time with Mme. Malwine Bree, the first assistant, afterwards becoming a personal pupil of the master, Theodore Leschetizky.

Previous to going abroad, Mr. Cress had the benefit of years of study in his native land. He began his music work with Karl Andersch, who was a personal pupil of Leschetizky for years.

While in Vienna, Mr. Cress studied harmony and counterpoint with Karl Pfeleger. He is a graduate of the American

Conservatory of music, in Chicago, in piano, harmony, counterpoint and composition departments. He also did special work with Henriot Levy.

In the art of piano playing and interpretation Mr. Cress won special distinction at his graduation recital, having been awarded the gold medal by the American Conservatory of Music for his playing of the Schumann Concerto in A minor, which was the competitive composition.

After returning from abroad, Mr. Cress was made a member of the faculty of the Chicago Conservatory of Music, where he is now at the head of the Leschetizky department. In addition to his teachings Mr. Cress has an extensive repertoire for recital and concert work.

First Year—Studies in learning the notes on the treble and bass clefs. Study of the different keys and their scales and chords. Authors used: Plaidy's Exercises and Scales. Czerny, Opus 453, 139 and 599. Koehler, Opus 190, 151 and 157. Loeschhorn, Opus 65, No. 3, to Opus 66. Duvernoy, Opus 61. Also other standard methods such as Beyer, Lebert and Stark, etc.

Musical literature employed for the first grade includes a large list of instructive and interesting material by such authors as Lichner, Lange, Reinicke, Spindler, Jungmann, Bachmann, and the sonatinas of Kullau, Clementi, and numerous other standard German classical writers.

Second Year—Continuation of technical studies in major and minor scales and arpeggios in all keys. Studies in digital gymnastics. Authors: Bach, Preludes (2 voice). Bertini, Opus 100, 29, 32. Burgmuller, Opus 100. Berens, Opus 79. Duvernoy, Opus 120. Heller, Opus 47 to 46. Koehler, different opus numbers. Lebert and Stark, Book II. Loeschhorn, Opus 65, No. 3, to Opus 66.

Music literature (pieces) in this grade includes the easier sonatas by Clementi, Mozart, and Haydn, and a large number of modern compositions by the great composers.

Many of the more pleasing compositions may also be used to promote progress in this grade, such as those by Bohm, Bachmann, Lange, Spindler, Mendelssohn, Schumann and contemporary writers.

Third Year—Technical studies of greater difficulty; velocity, octave work, and such training as will promote handling of the works of the great masters. Studies used: Bach, Inventions (3 voice). Bach, Selections from the suites. Czerny, School of Velocity. Czerny, Opus 821, Short Exercises. Czerny, Opus 40 Daily Studies. Heller, Opus 46 to 45. Loeschhorn, Opus 66 to 67. Schytte. Romantic Studies. Low, Octave Studies.

Grade 3, begins to include the easier sonatas of Beethoven, as well as many other classical compositions; Mendelssohn, Schubert, Schumann, Chopin and other classical composers. There is also a great wealth of attractive and instructive music from the modern German and French schools of composition—Lack, Godard, Chaminade, Heller, Greig, Scharwenka, Moszkowsky and others.

Fourth or Last Year—This grade is not intended by any means as a finishing of piano study but as completing a certain prescribed course of study.

Students in this grade will have reached a degree of proficiency, enabling them to play much of the well-known piano compositions of the great composers.

The more difficult artistic studies are left for the most advanced students.

Studies used in Grade 4: Bach, Preludes and Fugues. Cramer, Bulow Edition. Clementi, Tausig

Édition. Tausig, Technical Studies. Kullak, Octave Studies.

The more difficult artistic studies by Chopin, Henselt, Liszt, and others are not to be easily graded, but all are used in artistic study.

The choice of compositions in this grade includes much of classical music and the wealth of beautiful modern composition—Chopin, Liszt, Greig, Schuett, Leschetitzky, Moszkowsky, Raff, Schumann, and a long list of great composers.

HARMONY AND COMPOSITION

MR. WALTER HARTLEY

Classes in Harmony and Musical Composition consist of not over six members. The knowledge of the keys and their chords, and the handling of voices, in four-part composition according to the rules of harmony is taught.

The general theories of music and ideas of musical forms are studied in these classes according to the grades and requirements of the pupils presenting themselves.

VIOLIN

MISS CLARA COLEMAN

Miss Clara Coleman was appointed teacher of violin in 1913. She is a former pupil of Mrs. Katharine Conlon Johnson, and has later completed a course of instruction with Carl Becker of Chicago.

The following is a brief outline or synopsis of the courses of study followed in the department of violin.

Preparatory—Violin methods by Hohmann, Schradieck, De Beriot; Studies by Kayser, Dont, etc.; Solos by Gebauer, Hollaender, Hauser, Borowski, etc.

Second Year—Etudes by Kayser, Kreutzer, Sauret, Schradieck, etc.; Concertos by Viotti, De Beriot, Rode; Solos by Wieniawski, Sauret, Ernest Schumann, Godard, etc.

Third and Fourth Year—Etudes by Kreutzer, Rode, Sauret; Scales by Halir; Concertos by Vieuxtemps, Mendelssohn, Saint-Saens, Wieniawski, Ries, Bruch, etc.

Ability to read at sight is required and pupils must be able to play first violin in ensemble work.

THE VOICE AND SINGING

MISS GRACE M. BROWNING

The department of voice is in charge of Miss Grace Browning, who assumed charge September, 1913. Miss Browning started her vocal career under Mr. Pease, former head of the department of voice at Hope. Later, after a year's study in California, she took a four years' course with Mr. Frederick Root of Chicago. During the season of 1912-1913 she studied with Sig. Cecchini of Berlin, one of the best exponents in Europe of the celebrated Italian method.

PIPE ORGAN

MR. WALTER HARTLEY

Mr. Hartley is equipped with unusual thoroughness for the profession he has elected, having spent four years in the Yale School of Music, at New Haven, Conn., studying organ with Prof. H. B. Jepson, University Organist; and composition, orchestration, and conducting with Dr. W. H. Parker, Dean of the School. The course at Yale was followed by a year's work in Paris under the French Master, Widor, Organist of St. Sulpice and head professor of the studies in composition at the National Conservatory.

Mr. Hartley's experience as concert and church organist covers over twelve years, with ten years work in directing choirs and choruses, including his present position as Organist and Choirmaster of St. Mark's ProCathedral, Grand Rapids, Mich. His repertoire includes masterpieces of organ literature from Bach to Widor.

COLLEGE ROLL

SENIORS

Bingham, Pearl Lavanche	Holland
Bosch, Leon Cherest	Holland
Bruggers, John Henry	Cawker City, Kan.
De Boer, John J.	Holland
Den Herder, Margaret Etta	Zeeland
Duiker, Henry	Grand Rapids
Gosselink, Marion Gerard	Pella, Ia.
Lokker, Mary Christine	Holland
Mulder, Cornelius	Orange City, Ia.
Oxner, Wilma	Holland
Pieters, Dorothy Henrietta	Holland
Pieters, Ruth Wilhelmina	Holland
Poppen, Sara Katherine	Athenia, N. J.
Schoon, Henry Ernest	Buffalo Center, Ia.
Schuelke, Wilhelmina Elizabeth	Holland
Smallegan, Dick Edward	Hudsonville
Stegenga, Miner	Holland
Vanden Brink, Marguerite Gertrude	Holland
Vander Velde, Otto	Phillipsburg, Kan.
Vander Werf, John Anthony	Holland
Veltman, John Francis	Holland
Yntema, Leonard Francis	Holland

JUNIORS

Bakker, Albert	Holland
Bazuin, Clayton William	Grand Rapids
Beltman, Henry	Orange City, Ia.
Bosch, Frances Marie	Holland
Briggs, Treva Eunice	Cedar Springs
Cloetingh, Arthur Charles	Muskegon
De Jong, Fred Henry	Maurice, Ia.
De Motts, Callie Louise	Sioux Center, Ia.
De Roos, Frank	Springfield, S. D.

Douma, Frank Walter.....	Holland
Dykstra, Ethel Josephine.....	Holland
Elferdink, Theodore Henry.....	Holland
Flipse, Martin Eugene.....	Holland
Gebhard, John Gabriel, Jr.....	Mt. Vernon, N. Y.
Geerlings, John Lambert.....	Hudsonville
Haberman, Marie Charlotte.....	Holland
Hekhuis, Catherine Gertrude.....	Overisel
Hoeven, Edward Benjamin.....	Hospers, Ia.
Hospers, Gerrit Henry Overkamp.....	Grand Rapids
Ihrman, Hermine M.....	Holland
Johnson, William Lawrence.....	Lakewood, O.
Kolyn, Sara Adriana.....	Holland
Kuite, John.....	Holland
Maasen, Herman.....	Maurice, Ia.
Meyer, Harris Martinus.....	Holland
Miller, Bruno Herman.....	Holland
Mulder, Jeanette.....	Holland
Neerken, Henrietta Nella.....	Zeeland
Pas, Retta Elizabeth.....	Holland
Pelgrim, George Arthur.....	Holland
Pelgrim, Nella Marie.....	Holland
Raap, Gerard.....	Holland
Rozeboom, William Anthony.....	Orange City, Ia.
Smallegan, Nellie.....	Hudsonville
Trompen, Sara Helene.....	Grand Rapids
Van Raalte, Christine Cornelia.....	Holland
Van Roekel, William.....	Sioux Center, Ia.
Van Westenberg, Anthony.....	Grand Rapids
Van Zee, Henrietta Martha.....	Kalamazoo
Winter, Sara Anna.....	Fairview, Ill.
Yntema, Clara Elizabeth.....	Holland
Zwemer, Theodore.....	Holland

SOPHOMORES

Atwood, Martha Ella.....	Holland
Banninga, Ira Herman.....	Muskegon
Blekkink, Ruth Berdina.....	Holland
Boeve, Nelson Henri.....	Holland
Bolks, Henrietta Marie.....	Holland
Brower, George Marvin.....	Hamilton
Cathcart, Edward Pinney.....	Holland
Dalman, Lawrence Henry.....	Zeeland

De Boer, Douwe George.....	Hull, Ia.
Everts, William Reinhart.....	German Valley, Ill.
Flipse, Jay.....	Holland
Fortuine, Muriel Louise.....	Holland
Gumser, Walter Wesley.....	Holland
Hibma, Tiede.....	Chandler, Minn.
Hoekje, Emma Cordelia.....	Holland
Hoffman, James Edward.....	Overisel
Hopkins, Alice Beatrice.....	Holland
Hospers, Bertha.....	Ontario, N. Y.
Keppel, Gertrude Christine.....	Holland
Leenhouts, Eva Wilhelmina.....	Holland
Lockhorst, Henry Allan.....	Waupun, Wis.
Lubbers, Irwin Jacob.....	Cedar Grove, Wis.
Luidens, Zenas Zalsman.....	Holland
Menning, Amelia Susan.....	Portage
Meyer, Marguerite Anna.....	Holland
Moore, John Seymour.....	New York City
Mulder, Frederick James.....	Spring Lake
Oltman, Rhea Elizabeth.....	Grand Rapids
Pieters, Elizabeth.....	Holland
Potgeter, Joe.....	Oregon, Ill.
Reese, Max Jacob.....	West Olive
Roosenraad, Adrian Cornelius.....	Zeeland
Schipper, Estelle Hannah.....	Filmore Center
Stegeman, Paul.....	Holland
Steketee, Gertrude Maddern.....	Holland
Telinde, Richard Wesley.....	Waupun, Wis.
Ten Haken, William Henry.....	Cedar Grove, Wis.
Tholen, Carl.....	Parkersburg, Ia.
Van Burk, Elizabeth.....	Swanton, Vt.
Vanden Berg, William.....	Zeeland
Vander Meer, Millard.....	Grand Rapids
Van Dyke, Henry.....	Chicago
Veldhuis, Ruth Matilda.....	Overisel
Visscher, Anna Grace.....	Holland
Visscher, Paul John.....	Holland
Wierenga, Cornelius Richard.....	Chicago
Winter, Arthur Winfield.....	Mahwah, N. J.

FRESHMEN

Belknap, Glen Andy.....	Clymer, N. Y.
Brusse, Louise Marie.....	Holland

Cappon, Edith Sarah.....	Holland
Chapin, Walter Ostrander.....	Greenwich, N. Y.
Chapman, Orren Daniel.....	Belleville, N. Y.
Cook, Edna May.....	Coopersville
De Haan, John William.....	Alton, Ia.
De Jong, Martina Magdalena.....	Zeeland
Den Herder, Harmon Matthew.....	Zeeland
De Vries, Corydon Ford.....	Overisel
Diepenhorst, Edward.....	Zeeland
Dunnewold, Arba James.....	N. Clymer, N. Y.
Fortuine, Hazel Marie.....	Holland
Gilman, Harold Raman.....	Grand Rapids
Greenfield, Hilda Anna.....	Clara City, Minn.
Gross, William.....	Grand Haven
Hakken, Bernard Daniel.....	Grand Rapids
Heidanus, Peter.....	Randolph, Wis.
Hoeven, Henry.....	Hospers, Ia.
Hospers, Della Cornelia.....	Grand Rapids
Huntley, Otto Erskine.....	Holland
Jones, Bernice Louise.....	Holland
Jonkman, William.....	Fulton, Ill.
Kammeraad, Bernice.....	West Olive
Karsten, Andrew Peter.....	Hudsonville
Karsten, John Henry.....	Horicon, Wis.
Klaaren, John Arie.....	Eddyville, Ia.
Kleinheksel, John Lewis.....	Holland
Knooihuizen, Julia May.....	Holland
Korteling, Ralph Garret.....	Chicago
Kortering, Georgiana.....	Holland
Koster, Edward Herman.....	Morrison, Ill.
Koster, Herman Edward.....	Morrison, Ill.
Kuizenga, Cornelius Eldred.....	Muskegon
Leenhouts, Cornelia Frances.....	Holland
Lewis, Edgar Robert.....	Chicago
Luidens, Angie Magdalene.....	Holland
Lyzenga, Gerrit Anthony.....	Holland
McLean, Edwin Paul.....	Holland
Meengs, Anthony Philip.....	Holland
Mullenburg, James.....	Orange City, Ia.
Mulder, Anna Della.....	Spring Lake
Mulder, Bouke.....	Holland
Mulder, Peter John.....	Holland
Muyskens, John Peter.....	Alton, Ia.
Olson, Irene Judith.....	Holland
Osborne, Percy.....	Holland

Oxner, Aida Marguerite.....	Holland
Pas, Viola Anna.....	Holland
Potgeter, Henry.....	Oregon, Ill.
Potts, Willis John.....	Cedar Grove, Wis.
Reus, William Frederick.....	Zeeland
Scholten, Walter Augustus.....	Inwood, Ia.
Schuurmans, Gertrude.....	South Holland, Ill.
Slooter, Edward Peter.....	Holland
Stegeman, James Abraham.....	Hudsonville
Struik, Marion Esther.....	Hudsonville
Sutphen, James Walton.....	Holland
Sy Wassink, Minnie Amelia.....	Holland
Ten Have, John.....	Zeeland
Ten Pas, Alice May.....	Cedar Grove, Wis.
Ter Borg, John.....	Spring Lake
Thomasma, Margaret.....	Grand Rapids
Timmer, Gerrit.....	Hull, N. D.
Vanden Brink, Marie Elizabeth.....	Holland
Vander Aarde, Robert Frederick.....	Orange City, Ia.
Vander Ploeg, Lucy.....	Sioux Center, Ia.
Van Drezer, Marion Edna.....	Holland
Van Dyk, Arie.....	Holland
Van Ommen, David.....	Hudsonville
Van Vessem, Fenna Johanna.....	Holland
Van Vessem, Sophia Jeanne.....	Holland
Van Zyl, Gerrit.....	Hospers, Ia.
Vaupell, Ethelyn C.....	Holland
Voorhorst, Florence Winifred.....	Overisel
Voss, Fred.....	Conrad, Mont.
Walvoord, Florence Cynthia.....	Cedar Grove, Wis.
Welling, Marie.....	Grand Haven
Werkman, Effie Henrietta.....	Hull, Ia.
Yntema, Stuart.....	Hudsonville

PREPARATORY SCHOOL ROLL

"A" CLASS

Arink, Amilda Julia	Hamilton
Baker, Harriet Zavera	Grand Haven
Bolks, Albert John	Holland
Cooper, Peter	Passaic, N. J.
De Vries, Charles	Archbald, O.
De Vries, Marvin Leroy	Overisel
Dubbink, Helena Marie	Holland
Hartgerink, Elizabeth Cornelia	Overisel
Heemstra, Clarence	Chicago
Heneveld, John	Holland
Hoffman, Justin Harvey	Hamilton
Hoffman, Lawrence Justin	Holland
Holkeboer, Henry	Holland
Kleis, Clarence	Holland
Koning, Herman	Holland
Koppenaar, Peter John	Holland
Koppenaar, William Paul	Holland
Laman, Benjamin	Morrison, Ill.
Lemmen, Raymond	Holland
Meengs, John Henry	Holland
Prins, Peter Nicholas	Holland
Prins, Teunis Wayenberg	Holland
Raap, Alice Edith	Holland
Rottschaefer, William	Holland
Rutgers, Andrew	Holland
Schlucker, Gela Margaret	German Valley, Ill.
Stapelkamp, Carl Otte	Holland
Stegeman, Wilson	Holland
Vande Bunte, Hattie Johanna	Zeeland
Vander Ploeg, Jeannette Elizabeth	Litchfield, N. D.
Van Haften, Belle	Hudsonville
Veldman, Harold Eugene	Holland

Veltman, Jeannette.....	Holland
Weersing, Fannie.....	Holland

"B" CLASS

Bolks, Marie.....	Holland
Broekstra, Angelina Margerite.....	Holland
Brower, Bert.....	Hamilton
Brower, Frances Grace.....	Holland
Cappon, Christine Helene.....	Holland
De Goede, Anna Wilhelmina.....	Holland
Diekema, John Gerrit.....	Holland
Engelsman, Anthony.....	Holland
Feyen, Nora Anna.....	Holland
Hamburg, Lawrence.....	Holland
Hoekje, Julia Georgia.....	Holland
Hoffman, Lillian Janet.....	Hamilton
Jansma, William Arthur.....	Morrison, Ill.
Kleinheksel, Julia Hazel.....	Holland
Koster, Emil.....	Morrison, Ill.
Lummen, Anna Delia.....	Holland
Nyboer, Alice.....	Holland
Nyland, Hattie.....	Holland
Oltmans, Paul Verbeck.....	Holland
Rynbrandt, Abraham.....	Hudsonville
Spaman, Jennie.....	Grand Rapids
Sy Wassink, Abraham Harold.....	Holland
Van Ark, Jurry John.....	Holland
Van Kampen, Godfrey Raynard.....	Monsey, N. Y.
Van Kolken, Morris John.....	Holland
Van Nederynen, Albert.....	Castleton, N. Y.
Van Zoeren, Ray Cornelius.....	Zeeland
Westveer, Chester Harold.....	Holland
Walters, Edward John.....	Holland
Wierda, John.....	Holland
Zagers, Christine.....	Holland

"C" CLASS

Bolks, Walter Paul.....	Holland
Bos, Martha Anetta.....	Holland
Brink, William.....	East Saugatuck
Brower, Magdaline.....	Holland

DeGroot, Nettie	Holland
Dutton, Robert Denison	Holland
Gunneman, Florence Beatrice	Holland
Hoffman, Marvin Daniel	Zeeland
Holkeboer, Anna	Holland
Huyser, Russel Valentine	Holland
Ihrman, Francis Peter	Holland
Keiser, Johanna	Chicago
Klooster, Alexander Melvin	Holland
Leenhouts, Willard George	Holland
Lemmen, Laura Alice	Holland
Looman, Abraham James	Holland
Maatman, Gladys Johanna	Holland
Mulder, Jennie Gelsina	Holland
Nyboer, Margarite	Holland
Pas, Henry Arthur	Holland
Rinck, Dena	Holland
Rinck, Gustave Adolph	Holland
Schipper, Henry Jerome	Filmore Center
Vander Haar, Walter	Holland
Vander Kolk, Francis James	Zeeland
Vander Werp, Donald William	Holland
Van Raalte, Helene Wilhelmina	Holland
Veldman, Sara Henrietta	Holland
Veltman, Benjamin Maurice	Holland
Warnshuis, Henry William	Holland
Weersing, Dena	Holland
Zwemer, Winifred Maud	Holland

"D" CLASS

Andrews, Manila Cornelia	Holland
Arens, Dick	Holland
Boon, Jacob	Passaic, N. J.
Brinkman, Hazel May	Holland
Eefting, Theodore William	Chicago
Hamel, Johan Christian	Holland
Hoffman, Jeanette Marion	Overisel
Hopkins, Raymond John	Holland
Keizer, James Melvin	Hudsonville
Kleinheksel, Gertrude	Holland
Kleinheksel, James Harvey	Filmore Center
Meengs, Anthony	Holland
Meyer, Wilhelmina	Holland

Mokma, Frederick Jay.....	Holland
Mulder, Gertrude.....	Holland
Mulder, Preston.....	Holland
Nanninga, John Arthur, Jr.,.....	Chicago
Petterson, Elsa.....	St. Anne, Ill.
Prins, Alyda.....	Holland
Prins, Gerrit.....	Holland
Riddering, Clarissa.....	Grand Rapids
Rooks, John Vance.....	Holland
Sloot, Bertha.....	Holland
Tencate, Homer.....	Hamilton
Tysse, Henry.....	Holland
Vander Kolk, Juliet Marie.....	Zeeland
Van Oss, John Nelson.....	Hudsonville
Van Vessem, Jacoba Marian.....	Holland
Yntema, Theodore Otto.....	Holland

SPECIALS

Albers, Martin	Holland
Andrews, Chester Bruke.....	Holland
Bosch, Gerald Juliene.....	Holland
Coburn, Clara Matilda.....	Hudsonville
Dalenberg, Cornelia.....	South Holland, Ill.
Dalenberg, Elizabeth Mary.....	South Holland, Ill.
De Jongh, Cornelius Fred.....	Burnips Corners
Dosker, Jay Marinus.....	Grand Rapids
Gebhard, Julius.....	New York City
Geerlings, Ada Marguerite.....	Holland
Karsten, Harold John.....	Holland
Lankheet, Alice Margaret.....	Holland
Meyer, Marie Lenna.....	Grand Rapids
Prinsen, Klaas.....	Holland
Scholten, Adrian Herman.....	Inwood, Ia.
Steininger, George.....	Woodhaven, N. Y.
Stoppels, Charles Anthony.....	Muskegon
Stronks, Florence Elizabeth.....	Baldwin, Wis.
Tholen, Fred.....	Parkersburg, Ia.
Vande Brake, Bert Eibert.....	Sioux Center, Ia.
Vander Broek, John.....	Grand Rapids
Vander Werf, Frederick Hilbert.....	Holland
Van Putten, Marinus William.....	Holland
Van Tongeren, Chester.....	Holland
Veenker, George Frederick.....	Sioux Falls, S. D.
Voerman, Arthur Henry.....	Paterson, N. J.
Vruwink, Harry.....	Grand Rapids
Witteveen, Henry John.....	Holland
Yonkman, John Frederick.....	Grand Rapids

MUSIC SCHOOL ROLL

Anthony, Mabel.....	Holland.
Baehr, Corrie.....	Holland
Bahr, Linda.....	Holland
Baker, Della.....	Grand Haven
Baker, Harriet Z.....	Grand Haven
Blekkink, Ruth B.....	Holland
Bouma, Dureth.....	Holland
Brink, Ella.....	Holland
Brouwer, Herman.....	Holland
Brouwer, Jennie.....	Holland
Brouwer, Juliet.....	Hamilton
Brouwer, Lucy.....	Holland
Brusse, Rose.....	Holland
Den Heider, Margaret.....	Zeeland
De Pree, Evelyn.....	Zeeland
De Vries, Evelyn.....	Holland
Dutton, Robert.....	Holland
Dykema, Imogene.....	Holland
Geerlings, Ada.....	Holland
Geerlings, Clyde.....	Holland
Habing, Jennie.....	Clymer, N. Y.
Hoek, George.....	Holland
Hunt, Dorothy.....	Holland
Jacobs, Henry.....	Alton, Iowa
Keppel, Evelyn.....	Holland
Keppel, Gertrude Christene.....	Holland
Keppel, Vera.....	Holland
Knoolhuizen, Jewel.....	Holland
Knoolhuizen, Raymond.....	Holland
Koning, Ada.....	Saugatuck
Koning, Grace.....	Saugatuck
Leenhouts, Marguerite.....	Holland
Luidens, Angie.....	Holland
McBain, Mrs. Kathleen.....	Grand Rapids
McBride, Katherine.....	Holland
Meyer, Harris M.....	Holland

Meyer, Marie.....	Grand Rapids
Meyer, Nella.....	Holland
Oltman, Rhea.....	Grand Rapids
Oudemeulen, Elizabeth.....	Holland
Parr, Dorothy.....	Castle Park
Pluim, Peter.....	Holland
Prins, Teunis.....	Holland
Raap, Gerard.....	Holland
Ranck, Audrey.....	Holland
Smith, Gladys.....	Holland
Steketee, Edward.....	Holland
Steketee, Harriet.....	Holland
Stronks, Florence.....	Baldwin, Wis.
Thomasma, Marguerite.....	Grand Rapids
Thompson, Helen.....	Holland
Vande Bunte, Hattie.....	Holland
Van Duren, Arthur, Jr.....	Holland
Van Dyk, Frank.....	Holland
Van Putten, Dyke.....	Holland
Van Putten, Walter.....	Holland
Van Verst, Virginia.....	Holland
Van Vessem, Sophia.....	Holland
Van Zee, Henrietta.....	Kalamazoo
Vijscher, Anna Grace.....	Holland
Warnshuis, Henrietta.....	Holland
Weurding, Frances.....	Holland
Yntema, Clara.....	Holland

MISCELLANEOUS INFORMATION

LOCATION

Holland is a city of 12,000 inhabitants, and is centrally located on the Pere Marquette railway. A number of daily trains afford direct connection with the leading cities east, and as many with Chicago and other points west. It is on a straight line from Grand Rapids to Chicago, distant from the former city 25 miles, and from the latter city 152 miles. When navigation is open it also has connection with Chicago by a daily line of steamboats. It is therefore most desirably located, having both land and water communications, being near the shore of Lake Michigan, with which it is connected by a beautiful sheet of water called Macatawa Bay and on which are numerous popular summer resorts.

GROUNDS AND BUILDINGS

The College Campus lies in the center of the city, between Tenth and Twelfth streets; and contains sixteen acres. It presents a finely varied surface, is well shaded with native trees, and is annually improving in beauty and attractiveness. The College buildings are ten in number.

Van Vleet Hall is the dormitory for men.

Graves Library and Winants Chapel, which contains the Administration Chambers, a Reading Room, a Y. M. C. A. hall, and four lecture rooms, affords suitable and improved accommodations for these purposes.

Van Raalte Memorial Hall was dedicated and occupied September 16, 1903. In it are located the Chemical, Physical and Biological laboratories; lecture rooms devoted to Physics and Chemistry, Biology, Modern Languages, Elocution, Biblical Instruction, English and Mathematics. A large Assembly room and the Museum are located on the third floor.

Maria L. Ackerman Hoyt Observatory—In 1894 a valuable addition was made to the equipment of the College in the form of a telescope. Miss Emilie S. Coles generously donated both observatory and telescope in memory of Mrs. Maria L. Ackerman Hoyt. The instrument is an eighteen inch Newtonian reflecting telescope, with equatorial mounting. The eyepiece holder, finder and small mirror have a rotary attachment. The three eyepieces are respectively of 200, 300 and 500 magnifying power. Another accessory is a Herschel solar eyepiece. The telescope is mounted on a solid concrete pier, and the floor of the observatory, which is independent of the pier, rests on a brick wall eleven feet high and is enclosed by a substantial iron railing. Herbert A. Thompson of Johnstown, Pa., is the maker of the telescope.

Elizabeth R. Voorhees Hall—In October, 1905, one hundred thousand dollars was given by Mr. and Mrs. Ralph Voorhees on the annuity plan for the erection and maintenance of a Girls Residence to be erected upon the campus. The building was completed and formally opened June 18, 1907. Model but simple apartments for girls away from their own homes is the object sought and every convenience compatible with residence life is aimed at. The building is heated by steam and lighted by electricity. There is running water in all the rooms and commodious bathing facilities on each floor. Rooms are provided for a dean of women and her assistants so that there may be constant

care and supervision. The studios and practice rooms of the School of Music are located on the first floor. A dining hall and parlors are located also on the first floor.

May 8 is known as Voorhees Day in honor of the birthday of Elizabeth R. Voorhees. On the afternoon of this day the ladies of the College Department hold an Oratorical Contest. The winner of this Contest becomes Hope's representative in the Women's Intercollegiate Oratorical Contest of the State.

Carnegie Gymnasium—Carnegie Gymnasium, the funds for the erection of which were given by Mr. Andrew Carnegie in 1905, was completed and dedicated in June, 1906. The building has been constructed so that it will serve for public meetings of all kinds in addition to the original purpose for which it was built. It has a seating capacity of 1,200 at the least, and in the course of a few years will be provided with a pipe organ for concert and public work. The different numbers of the College Lecture Course are given in the Hall during the school year and the official public exercises of the College are held regularly in it.

Thru the enterprising, loyal spirit of the class of 1913, a drop curtain was provided and presented to the College in October, 1913. As a work of art the curtain ranks second to none in Michigan. It is the product of the Sosman and Landis Company of Chicago. With it the building becomes fully equipped for all public lecture and entertainment purposes.

The gymnastic equipment comprises all the apparatus necessary to the latest and most approved physical exercise. The ventilation and heating systems are fully adapted to the double purpose for which the building is designed, and in the basement shower baths are provided in separate sections of the building for the use of men and women students. A large room in the base-

ment is used for hammer and shot work, indoor baseball and other outdoor work which winter weather will not permit out of doors

A full schedule of hours for work is arranged each year and physical instruction and medical supervision are provided for as required. The building with its equipment and courses is under the supervision of Dr. Almon T. Godfrey.

SCHOOL YEAR

The scholastic year of forty weeks begins on the third Wednesday in September and ends with the general Commencement on the Third Wednesday in June.

The winter and spring vacations are fixed by the Faculty, the winter vacation beginning on the Friday preceding Christmas Day, and the spring vacation beginning on the last Friday of March.

ADVANTAGES OFFERED

Besides the advantages of location, easy communication and inexpensive living, it is believed Hope College may justly call attention to equally important advantages of a very different nature. It is a chartered institution incorporated under the laws of the state and legally entitled to grant certificates and diplomas and to confer degrees.

The classes are not so large as to preclude the personal acquaintance, contact and influence of each member of the Faculty with every student coming under his instruction. Classes which number more than can be cared for by one instructor are divided into sections. This personal element, made possible in a smaller institution, is a factor of great educational value both morally and intellectually and parents are apt to consider it in making choice of an institution.

Hope College is not a local institution. Its students represent an extensive territory, extending east as far as the state of New York and west as far as the Pacific. The students are, in the main, from among the best pupils from many public schools and in general possess a high order of ability and a laudable ambition to make their way in the world. This makes them desirable companions, inviting their fellows to friendly competition and industrious study.

It will be seen, therefore, that Hope College offers and secures a regular liberal course of training as complete as can be found in most of our western colleges.

EXAMINATIONS

In all departments written examinations are held at the close of each term or whenever a subject is completed. When practicable, the examinations at the close of the year or whenever a branch of study is finished, cover the entire field of study. The next examination for admission will be held the day before the new school year opens, viz, on Tuesday, Sept. 14, 1915, at 9 A. M.

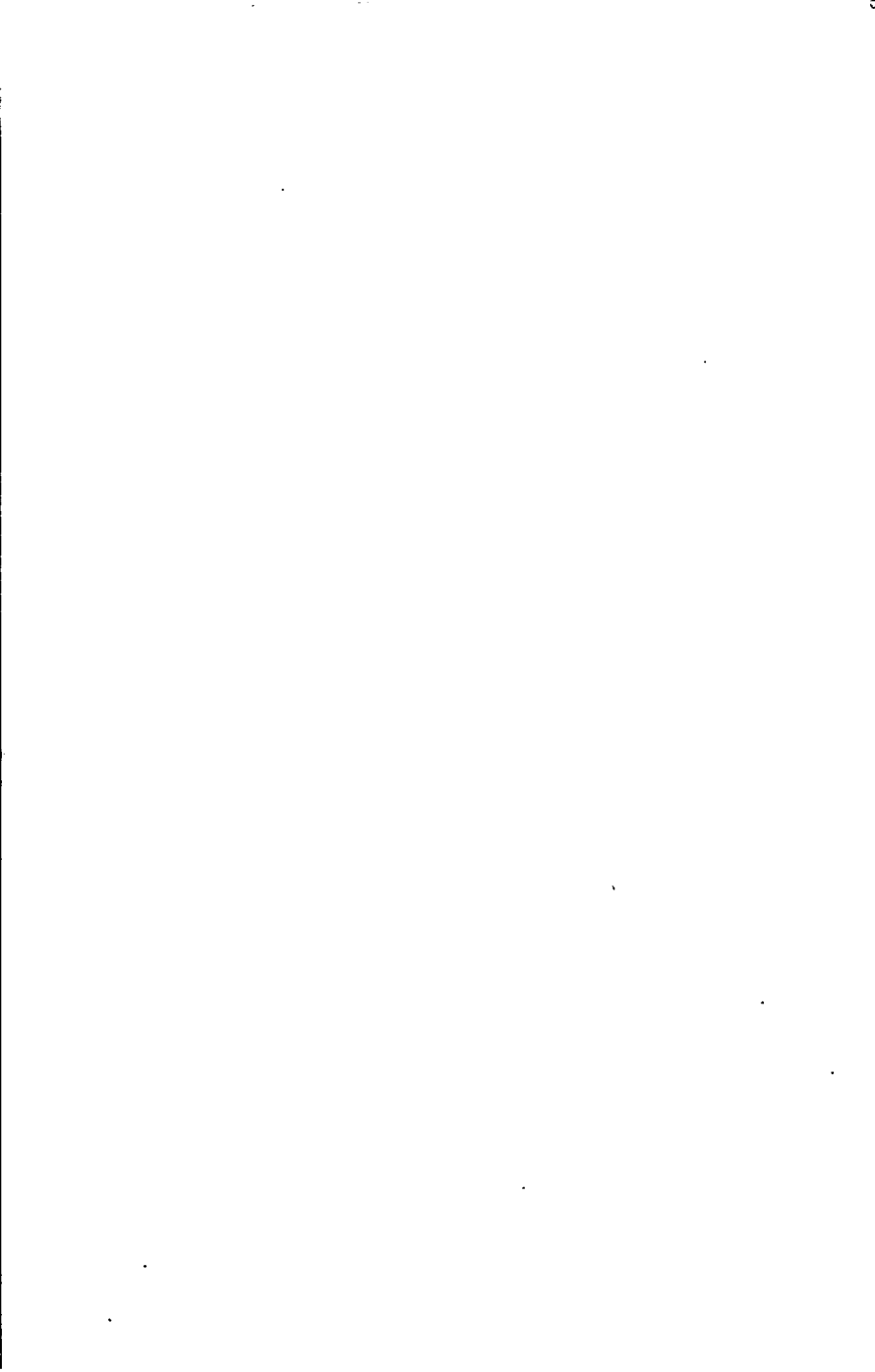
RELIGIOUS EXERCISES

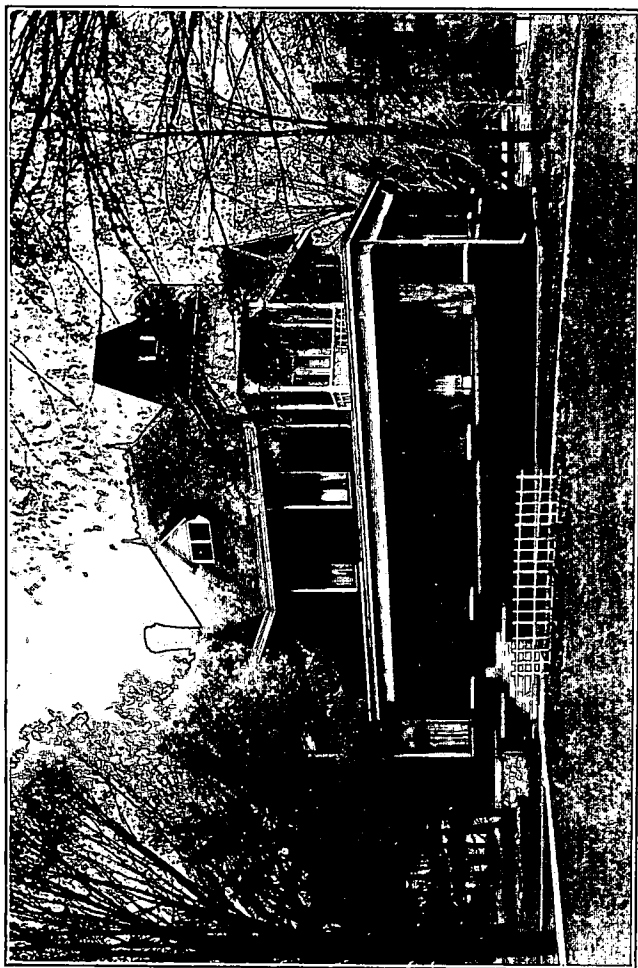
The exercises of each day begin with prayer in Winants Chapel at 8 A. M.

On the Sabbath every student is expected to worship regularly in one of the churches in the city or vicinity unless excused by the President.

Religious instruction is given in all the classes regularly and, like all the other studies, is in charge of the Faculty.

Although Hope College is denominational and is under the patronage and support of the Reformed





PRESIDENT'S HOUSE

Church in America, yet by the law of its incorporation it can have no "religious tests." The doors are open to all regardless of religious or denominational affiliations, and welcome is given to all who will submit to its scholastic regulations. As a Christian school, however, *it inculcates gospel truths and demands a consistent moral character and deportment.*

The Young Men's Christian Association is in a flourishing condition, and continues to be a great blessing to the students. It offers a splendid opportunity to secure Christian growth and to do personal religious work. Under the auspices of the Association several Sunday Schools, numbering hundreds of scholars, are conducted in the surrounding country. The students also support a weekly prayer meeting, from which the institution continues to reap much spiritual fruit. The Young Women's Christian Association is doing excellent work along similiar lines of endeavor and in the attempt to encourage and inspire Christian living among young women.

A strong religious spirit is found among the students and God has so blessed the religious work that from year to year many hopeful conversions are witnessed.

This condition has naturally developed a deep interest in Christian Missions. Mission classes meet once every week to study the history and methods of missions and missionary biographies relating more particularly to the mission fields of our own church.

LIBRARY

The library, which numbers 22,000 volumes, is open every day and is free for the use of the students. Books and pamphlets, as well as magazines and papers, are constantly added. The friends of Hope College may be assured that their gifts of valuable books to the

library will be taken care of and appreciated and made useful by giving them a place upon the ample shelves of the magnificent fire-proof library building.

In connection with the library is a reading room in which are found many books of reference and which, by the liberality of Mr. Wm. Brower of New York City, is supplied with many valuable periodicals and leading journals on politics, religion, science and literature. These may be consulted on any day when the College is in session, but may not be withdrawn from the room:

Laboratory and philosophical apparatus for lecture room work is growing in value and completeness. Donations by the graduates and friends of the institution, of maps, charts, instruments and specimens of natural history are solicited with the assurance that all such will materially add to the efficiency of the work.

SOCIETIES

Nine Literary Societies are found in the Institution. The Meliphone, the Cosmopolitan, the Fraternal, the Minerva, and the Sorosis have been maintained for years. The Knickerbocker for men and the Delphi and the Philathea for women are the more recent organizations. These organizations offer decided advantages to their respective members and materially aid in the attainment of the culture which it is the object of the College to promote. The Ulfilas Club is doing excellent work in the fostering the study of the Dutch language. In all of the societies a free, democratic, American spirit is demanded and no class distinctions based upon wealth, position or influence are tolerated.

The Science Club is an association for the advancement of scientific study and research. Its membership is open to Instructors and students who are interested in Natural Science. Reports based upon scientific

investigations in Europe and America are prepared by the members. Progress in individual research at Hope College is fostered and published. Meetings are held at stated intervals and the general field of scientific study, education and progress is considered.

We have no Greek letter fraternities, which are very often expensive to the students and are apt to divide them into discordant classes. As the student life is largely the formation period of the professional man's character, and as a man's influence and usefulness depend much upon his sympathy with men, irrespective of classes, it is therefore desired that a democratic spirit should characterize the Christian college. Moreover, plain, economical living is encouraged, in order that the young, not favored with an abundance of this world's goods, may be able to acquire a liberal education. In our opinion fraternities and chapter-houses do not lead to such mode of living as we desire for our students.

PUBLICATION

Connected with the institution two religious weeklies are published, *De Hope* and *The Leader*. The first was established in 1866 and is under the direction of the Council through its Editorial Committee. It has a circulation of some 3,000 copies. The second appeared with its initial number September, 1906. Both are devoted to furthering the cause of the Reformed Church in America and non-sectarian education.

A monthly, called *The Anchor*, is conducted by the students with gratifying success. It has reached its twenty-fifth year and is well calculated to awaken an esprit de corps among the alumni. No alumnus who wishes to keep himself informed in regard to his Alma Mater and who desires to keep in touch with her, can afford to be without this paper.

PRIZES

In 1887 were established the two "*George Birkhoff, Jr., Prizes*," each of twenty-five dollars: one for the Junior class in English Literature, and the other for the Senior class in Dutch Literature.

A Foreign Mission Prize of twenty-five dollars is offered by Mrs. Samuel Sloan of New York City, to the one writing the best essay on Foreign Missions. This prize is open to the whole College.

English Grammar—In 1894 two prizes were added to the list of annual awards, one of \$15.00 for the best, and the other of \$10.00 for the second best examination in English Grammar and Orthography, open to all members of the "C" class. These were established by Henry Bosch of Chicago, Ill.

The Dr. J. Ackerman Coles Oratory Prize was founded in 1906. The award is made triennially upon an oration of a patriotic nature. The prize is a bronze bust of Washington after Houdon. Three contests, one in 1907, the second in 1910, the third in 1913, have been held.

The *A. A. Raven Prize in Oratory* was established by Mr. A. A. Raven in 1908. The prize is divided into a first award of thirty dollars and a second award of twenty dollars. The contest is limited to a subject of a patriotic nature and the winner of the first award is also the representative of the College at the State Oratorical Contest.

The *Dr. J. Ackerman Coles Debating Prize* was established in 1909. The subject and method of debate are not limited in any way but are subject to the general control of the Faculty.

A Domestic Mission Prize was established in September, 1910, by the Rev. and Mrs. S. F. Riepma,

Oklahoma City, Okla., and the first award upon this foundation was made at the annual commencement in June, 1911. The prize is twenty-five dollars and under the conditions named by the donors will be given to the student of the College who offers the best essay upon a topic concerned with domestic missions in America and in the Reformed Church in America. The foundation is known as the Van Zwaluwenburg Domestic Mission Prize.

The Southland Medals were established in 1911 through the generosity of Mr. Gerrit H. Albers, a graduate of the class of 1891. These medals have been designated by President Emeritus G. J. Kollen, LL. D., as follows; A gold medal with the seal of Hope College, to be known as the Gerrit H. Albers Gold Medal and to be awarded to the young woman of the Senior Class who in the judgement of a designated committee of the Faculty has maintained the highest standard of all-around scholarship, character and usefulness during the four years of her college course; A silver medal with the seal of Hope College, to be known as the Mary Clay Albers Silver Medal and to be awarded to the young woman of the "A" Class who in the judgement of a designated committee of the Faculty has maintained the highest standard of all-around scholarship, character and usefulness during the four years of her Preparatory School Course.

In 1913 the *W. C. T. U.* of Holland established a *Prohibition Prize* of \$25 to be awarded to the best orator on a Temperance subject.

1913-1914

At the Commencement of 1914 the prizes were awarded by the committees as follows:

George Burkhoff, Jr., English Prize—Miss Dorothy Pieters, '15.
George Birkhoff, Jr., Dutch Prize—Robert Kroodsma, '14.
Mrs. Samuel Sloan Foreign Mission Prize—Theodore Zwemer, '16.

Henry Bosch English Prizes—Examination. First, Anthony Engelsman; second, Ray Van Zoeren.

The A. A. Raven Prize in Oratory—The sixth Annual Contest upon this foundation was held May 29, 1914. The awards were: First, Cornelius Wierenga, '17; second, Fred De Jong, '16.

The Dr. J. Ackerman Coles Debating Prize—The Fourth Contest on this foundation was held in April, 1914. The prize award was divided equally between the six members of the debating teams, Henry Poppen, Henry Lockhorst John A. DeBoer, Henry Ter Keurst, Theodore Zwemer, Leon Cherest Bosch.

The Van Zwaluwenburg Domestic Mission Prize—Harry Hoffs, '14.

The Gerrit H. Albers Gold Medal—Ruth Eleanor Vandenberg, '14.

The Mary Clay Albers Silver Medal—Tena Holkeboer.

1914-1915

George Birkhoff, Jr., English Prize—"Tennyson."

George Birkhoff, Jr., Dutch Prize—"De St. Nikolaas Avond" van De Genestet.

Mrs. Samuel Sloan Foreign Mission Prize—"Pan-Islamism."

Henry Bosch English Prize—Examination.

The A. A. Raven Prize in Oratory—Public Oration.

Dr. J. Ackerman Coles Oratory Prize—The Fourth Triennial Contest on this foundation will take place Feb. 22, 1916, in Carnegie Gymnasium. The oration must be of a patriotic nature. The prize is a bust of George Washington, after Houdon.

Dr. J. Ackerman Coles Prize in Debate—Public Debate, June, 1915.

The Van Zwaluwenburg Domestic Missions Prize—"Hull House," Chicago.

THE SOUTHLAND PRIZES:—

Gerrit H. Albers Gold Medal—Faculty Award.

Mary Clay Albers Silver Medal—Faculty Award.

1915-1916

George Birkhoff, Jr., English Prize—"Charles Dickens."

George Birkhoff, Jr., Dutch Prize—"Isaac Da Costa."

Mrs. Samuel Sloan Foreign Missions Prize—"Union movements on the Mission Field."

Henry Bosch English Prizes—Examination.

The A. A. Raven Prize in Oratory—Public Oration.

The Dr. J. Ackerman Coles Prize in Debate—Public Debate, June, 1916.

Dr. J. Ackerman Coles Oratory Prize—The Fourth Triennial Contest on this foundation will take place Feb. 22, 1916, in Car-

negie Gymnasium. The oration must be of a patriotic nature. The prize is a bust of George Washington, after Houdon. The Van Zwaluwenburg Domestic Missions Prize—"The Success of the Institutional Church."

THE SOUTHLAND PRIZES:—

Gerrit H. Albers Gold Medal—Faculty Award.

Mary Clay Albers Silver Medal—Faculty Award.

FEES, EXPENSES, ETC.

The aim constantly kept in mind is to provide at Hope College everything necessary to a broad, liberal education at the lowest possible cost consistent with educational facilities of the most modern and approved type and with a life of refinement and culture. It is believed that nowhere else in a community as progressive as the city of Holland and its vicinity has become in the last fifteen years and in no college of equal standing with Hope College can a student live as inexpensively and as wholesomely.

There are no regular *tuition* fees. A nominal, incidental fee of eight dollars in the College, and six dollars in the Preparatory School is charged each term. *These fees must be paid in advance at the time of registration.* Laboratory fees cover only the actual cost of apparatus and material used by each individual student. As these vary with each student no satisfactory statement can be made regarding them but they are so small as to be practically negligible. The college graduation fee is *five dollars, which must be paid immediately after the student is admitted to candidacy for the degree.*

In the Gymnasium a nominal fee to cover rental of lockers and incidental expenses is the only official charge. Expenses connected with team and club or special work are met by the students engaging in the work and the amount expended lies wholly within the pleasure of the student. The Faculty discountenances all ill-advised or unnecessary expenses. All interschool athletics during term are prohibited by the Faculty.

mainly on the ground of the extravagant costs sometimes connected with such work and what may be termed the financial morale of such contests. Gambling, betting and similar practices are absolutely forbidden and are glad to say that up to the present time the student-body at Hope College is united in condemning these questionable practices. A keen spirit of rivalry, looking to manly and friendly contest in scholarship, oratory and physical excellence, is promoted by Faculty and students alike.

The cost of living upon the campus is correspondingly low. Limited dormitory accommodations are provided for men students and rooms are rented at a cost barely covering the expense of light and fuel. There are twenty-six rooms in Van Vleck Hall and Oggel House, in the selection of which students looking toward the Christian ministry have the preference. These are furnished in part. Both buildings are lighted by electricity and Van Vleck Hall is heated by steam.

Complete accommodations are provided for women in Voorhees Hall. The building lighted by electricity and heated by steam, is capable of housing one hundred one hundred girls. It is equipped in the most modern way in every detail. There are large general baths and toilets, individual lavatories, reception parlors and dining rooms. Rooms may be rented single or en suite. A special circular giving full details regarding accommodations at Voorhees Hall will be sent upon application to the Dean of Women.

The cost of rentals in private homes of the city varies from fifty cents per week without heat to three dollars per week with heat and light. While the Council and Faculty strongly advise that all students reside upon the campus if it is possible, they make no restrictions to the choice of rooms by the students except in the requirement that all conditions shall be

strictly in keeping with refined and moral living. Life upon the Campus is, in the long run, the most satisfactory, and parents will find that their children are best provided for in this way.

Accommodations for board are provided in the Dining Rooms at Voorhees Hall for both men and women. The price of board is \$3.00 per week. Day students are charged twenty cents per meal or fifty cents per day. The home plan of regular meals at stated hours is at present followed and in this way over one hundred students may be accommodated.

A tabular estimate of expenses is given herewith which does not include clothing and travel as these must necessarily vary with each individual. This estimate is based upon living upon the Campus.

COLLEGE;—Incidental fees	\$ 25.00
Board	100.00
Rent (two in a room) ..	35.00
Books and Sundries.....	20.00
	—————\$180.00

The above estimate is an answer to those who want to know how much money is absolutely needed. Of course the expense of some of the students exceeds this amount; some, however, spend less. A number of our students earn enough money to pay their own way through college.

Young people of noble aspirations but of limited means need not be discouraged. At Hope College they will find many like themselves, some of whom have come a great distance seeking an education. Such as these are in earnest, content with plain living, and, by practicing the economies that are possible in this place, succeed in reducing their expenses within very narrow limits.

Many parents having children to educate find it to their advantage to come to the city to live. To such

it may be truthfully said that Holland is a growing, enterprising city—one of the most prosperous and beautiful in Michigan. With its broad and shady streets, its water works, and its electric illumination, Holland is equally well adapted to the life of quite retirement and to that of the active business man.

Trolley lines from Holland to Saugatuck and Grand Rapids and all intervening points enable students living along these lines to come in for the day, and thus materially reduce expenses.

DISCIPLINE

It is gratifying to observe that the moral and spiritual tone of the students is such that the matter of discipline is reduced to a minimum. General opinion is on the side of right and reasonableness, and lends its powerful support to the interest of good order and efficient work. It is the aim of Hope College to develop this high moral culture and character of the student no less than to advance his intellectual development.

In general, however, if it appears that students do not improve their time and opportunities, or do not conduct themselves in a respectable and orderly manner, their connection with the institution is suspended; or if it should be found after due probation and inquiry, that the influence of a student is bad and injurious to others, the right is exercised of requiring the withdrawal of such a student.

A record is kept of the scholastic standing of each student and a copy of the same is sent to the parents or guardian at the close of each term. If the average standing does not exceed 70 on a basis of 100, he is dropped from his class.

All students are required to be present, promptly on the first day of each and every term. Recitations begin the next morning at the usual hour, 8 o'clock.

Term fees and room rent are to be paid *strictly in advance*; any student who violates this rule forfeits his right to continue in the institution after one month's grace.

Dancing and card playing are prohibited, as is also the use of tobacco on the College Campus.

Parents living at a distance are requested not to ask or expect their children to come home during term time. It seriously interferes with proper habits of study, and by our rules none is to be absent from the institution without permission of the President.

MUSEUM

Among the treasures of the Museum are replica marbles of Venus de Milo and Ajax, the gifts of Dr. Jonathan Ackerman Coles, of New York. Both are imported original-size busts of exquisite workmanship in copying and in detail. They are mounted upon marble pedestals which are also the gifts of Dr. Coles. We are rarely fortunate in the possession of these statues and deeply grateful to the donor for his gifts, and more than all for the kindly interest in Hope College which prompted him in presenting them. Among Dr. Coles' previous gifts are the photographs in full size of Apollo Belvedere, Augustus, Michael Angelo's Moses and the Discus Thrower of Myron; the bronze bust of Houdon's Washington; and interest bearing securities, the proceeds of which are to be devoted once in three years to the purchase of a bust of Washington, to be offered as a prize to students presenting the best oration on a patriotic subject. The first contest held upon the Coles Foundation took place May 30, 1907, in Carnegie Gymnasium; the second, Feb. 22, 1910; the third took place Feb. 22, 1913. In addition to these the Museum has been enriched recently by

gifts from Rev. A. L. Warnshuis, '97; J. J. Banninga, '98; H. V. S. Peeke, '87; H. G. Keppel, '89; Wm. Damson, '01; Dr. A. Oltmans, '83, and by a large private collection, embracing mineralogy, geology, paleontology, five thousand specimens of mosses, and a large number of specimens of fresh and salt water shells, fish and corals, which were given by a valued friend of Hope. A recent gratifying gift by a friend of long standing and unswerving loyalty is a large number of photographs and photogravures of artistic and scientific subjects. The Museum is in charge of Dr. Paul Fr. Schuelke.

TO ALUMNI AND FRIENDS

Hope College is grateful to the Reformed Church in America, whose she is and whom she so loyally serves by the men she is furnishing its ministry, both in the domestic and foreign field, and with whom she is augmenting the ranks of Christian manhood in all walks of life.

Hope College is grateful to loyal and liberal friends who here invest their money, not in dead and fleeting things, but in brain and character and souls of men. Be assured, nowhere else will your well-earned money yield larger return; in no other way can you render better service for your church and for your country.

With such encouragements as these Hope College feels hopeful for the future. She will try still to deserve your favor and your liberality. You have young friends—continue to send us their names, if they are studious and deserving, and especially the names of such as are not likely otherwise to receive a liberal education.

CONTRIBUTIONS

Generous and noble-hearted friends have from time to time, by their liberality, increased the endow-

ment fund. Hope College owes its existence and prosperity to the kind help of such friends of Christian education. It believes that the number of those who propose to give to meet its necessities is ever increasing. It is far better for these also to carry out their intention while living, as then they are sure their gifts reach the desired object.

The College is still in need of endowments of professorships and a dormitory for young men. Here is an opportunity for philanthropists who have an honorable ambition to connect their names permanently with an institution that has long ceased to be an experiment and which promises to become an increasing power for good in Church and State.

A professorship may be endowed by the donation of \$25,000, a scholarship by the donation of \$2,000.

FORM OF BEQUEST

The corporate title of the College is, "The Council of Hope College."

"I give and bequeath to the Council of Hope College, located at Holland, Michigan, the sum of \$.....to be applied in such a manner as the Council may deem most useful to the College."

Those making specific bequests may vary the above form by inserting the special object desired.

ALUMNI ASSOCIATION

President.....	Rev. W. J. VanKersen
Vice President.....	Dr. Wm. De Kleine
Secretary.....	Wynand Wichers
Treasurer.....	Hon. Arend Visscher

DEGREES CONFERRED IN 1914

DEGREES IN COURSE

BACHELOR OF ARTS.

Althuis, Jacob Jonathan.....	Holland
Bilkert, Henry Arjen.....	Kalamazoo
Bouma, Cornelia Duiker.....	Holland
Clements, Hazel May.....	Holland
De Pree, Charlotte Eleanor.....	Zeeland
Droppers, Cyrus James.....	Cedar Grove, Wis.
Flight, John William.....	Cleveland, Ohio
Greenfield, William John.....	Clara City, Minn.
Hammekool, Adriana Gertrude.....	Chicago, Ill.
Hoffs, Harry.....	Hospers, Iowa
Holleman, Clarence.....	Springfield, S. D.
Jacobs, Henry Christian.....	Alton, Iowa
Jongewaard, Conrad.....	Sioux Center, Iowa
Koepppe, Edwin Walter.....	Oostburg, Wis.
Kroodsma, Robert.....	Zeeland
Lindeman, Nina Christine.....	Grand Rapids
Lokker, Clarence Albert.....	Holland
Lubbers, Raymond John.....	Cedar Grove, Wis.
Mulder, Leon Leonard.....	Holland
Muste, Cornelius Bartelle.....	Grand Rapids
Muyskens, John Dick.....	Alton, Iowa
Oltmans, Cornelia Janet.....	Holland
Peet, Charles Heman.....	Grand Rapids
Pelgrim, Kathryn.....	Holland
Poppen, Henry.....	Sioux Center, Iowa
Potgeter, Luppo.....	Forreston, Ill.
Riemersma, John James.....	Sioux Center, Iowa
Sichterman, Nicholas Sikkle.....	Coopersville
Ter Keurst, Henry Daniel.....	Hamilton

Ter Maat, Elmer John.....	Cedar Grove, Wis.
Tillema, John.....	Thompson, Ill.
Trompen, Dorothy Catherine.....	Grand Rapids
Van den Berg, Ruth Eleanor.....	Grand Rapids
Van der Velde, Nellie Jeannette.....	Grand Rapids
Van Houte, Henry.....	Boyden, Iowa
Van Strien, John James.....	Grand Rapids
Van Vranken, Herbert Emmet.....	Schenectady, N. Y.
Veenschoten, H. Michael.....	Santa Ana, Calif.
Visser, Arthur John.....	Orange City, Iowa

MASTER OF ARTS.

JACOB HEEMSTRA
 PAUL EUGENE HINKAMP
 EDWARD HUIBREGSTE
 ARTHUR ROOSENRAAD
 JAMES THEODORE VENEKLASSEN
 EERKO SAMUEL AEILTS
 WILLIAM GEORGE HOEBEKE
 EMIEL ONNO SCHWITTERS
 JOHN W. WICHERS

HONORARY DEGREES

DOCTOR OF DIVINITY.

REV. E. ROTHSAY MILLER
 Lo Kohama, Japan.

CHRONOLOGICAL MEMORANDA

Beginning of the Netherlands Immigration into Michigan, Iowa, etc.	1847
Village of Holland laid out.....	1848
Five acres donated by Rev. A. C. Van Raalte, D. D., as a site for an Academy.....	1850
"Pioneer School" opened	Oct., 1851
Mr. W. T. Taylor, Principal; Resigned Oct., 1853.....	1851
Placed under the care of General Synod of the Reformed Church in America.....	1853
Rev. F. B. Beidler, Principal—Vice Mr. Taylor; Resigned, 1859;	1854
Rev. John Van Vleck, Principal—Vice Mr. Beidler; Re- signed, 1859;	1855
The School named the Holland Academy	1855
Van Vleck Hall erected on "The Five Acres"	1856
The Academy more fully organized	1857-1858
Rev. Philip Phelps, Jr., Principal—Vice Mr. Van Vleck ...	1859
Campus enlarged to 16 acres	1859
"Oggel House" erected as a residence.....	1860
Gymnasium built, largely by students	1862
A Freshman Class formed, 10 in number.....	1862
A "Board of Superintendents" appointed by General Synod	1863
A College proposed and approved by the Synods.....	1864
Over \$40,000 contributed as an endowment.....	1865
Hope College begun 1865; incorporated	May, 1866
First College Faculty of Six Professors appointed and organ- ized.....	July, 1866
Rev. Philip Phelps, Jr., D. D., elected First President; served 1866-1878; died Sept. 4, 1896.....	July, 1866
First Commencement; eight became A. B.	1866
A weekly newspaper, "De Hope," established	1866
Theological instruction begun, with a class of seven. Sept..	1866
Rev. E. C. Crispell, D. D., elected Professor of Theology; Professors Phelps, Oggel, Beck and Scott being elected "Lectors".....	1867
The Theological Department adopted by General Synod as its "Western Theological Seminary".....	1869

Death of Rev. Peter J. Oggel, Professor and Editor of "De Hope"	Dec. 13, 1869
First Theological Class of seven graduated	1869
First Formal Constitution of the College adopted	1871
C. Doesburg, A. M., elected Professor; Emeritus, 1899; Died 1906	1872
Brick printing office for "De Hope" erected	1876
Death of A. C. Van Raalte, D. D.	Nov. 7, 1876
Suspension of the Theological Department	June, 1877
Reorganization of the College; Dr. Phelps resigned	June, 1878
Rev. G. H. Mandeville, D. D., Provisional President and Financial Agent; Prof. C. Scott, Vice President	1878
Wm. A. Shields, A. M., and G. J. Kollen, A. M., elected Professors	1878
Prof. Charles Scott, D. D., Provisional President	1880
Theological Instruction restored; a Professorship of \$30,000 completed	1884
Rev. N. M. Steffens, D. D., elected Professor of Theology; Resigned, 1895; elected Professor of Historical Theology, 1903; Professor of Systematic Theology, Vice Rev. G. H. Dubbink, 1910; Died, July 24, 1912	1884
Revs. P. Moerdyke and Henry E. Dosker elected Lectors ..	1884
H. Boers, A. M., J. H. Kleinheksel, A. M., J. G. Sutphen, A. M., and Rev. John J. Anderson, A. M., elected Professors	1885
Election of Professor Charles Scott, D. D., as Constitutional President	1885
President Scott inaugurated; Resigned, 1893; Died, Oct. 31, 1893	1886
Synod's House for the President erected	1886
First number of "The Anchor" issued	May, 1887
Mrs. C. Van Raalte Gilmore, elected Lady Principal; appointed Dean of Women, 1907; resigned, 1909	1887
Rev. J. W. Beardslee, D. D., elected Professor of Biblical Languages and Exegesis in the Theological Seminary ..	1888
Rev. James F. Zwemer appointed Financial Agent; Resigned, 1907; Professor of Practical Theology in Western Theological Seminary, 1907	1888
Rev. J. H. Gillespie, A. M., elected Professor of Greek; Resigned, 1898	1888
Quarter Centennial Celebration	June 26, 1890
Graves Library and Winants Chapel begun; cornerstone laid	Oct. 12, 1892
Prof. G. J. Kollen, A. M., elected President—vice Dr. Scott	June 29, 1893

D. B. Yntema, A. M., elected Professor of Chemistry and Physics; Professor of Physics, 1909;	1893
Graves Library and Winants Chapel dedicated....	June 26, 1894
President Kollen inaugurated.	June 27, 1894
Rev. Henry E. Dosker, D. D., elected Professor of Historical Theology in the Seminary; Resigned, 1903.	1895
J. B. Nykerk, A. M., elected Professor.....	1895
Rev. J. T. Bergen, A. M., elected Professor of Biblical Literature; Resigned, 1906.....	1895
Rev. E. Winter, D. D., elected Professor of Theology in the Seminary—Vice Rev. N. M. Steffens, D. D.; Resigned, 1904; Died, 1906.....	1895
Hon. Nathan F. Graves, LL. D., died, July 21.....	1896
Henry Veghte, A. M., elected Professor of German and French; Resigned, 1904.....	1897
E. D. Diminent, A. M., elected Professor of Greek—Vice Prof. J. H. Gillespie	1898
A. J. Ladd, A. M., elected Professor of Psychology and Pedagogy; Resigned, 1902	1898
Rev. Peter Siegers, elected Professor of Dutch; Resigned, 1900.....	1899
S. O. Mast, A. B., elected Professor of Biology; Resigned, 1908.....	1901
E. B. Norton, Ph. D., appointed Instructor in Pedagogy; Resigned, 1903	1903
Rev. J. M. Van der Meulen, A. M., elected Professor of Psychology and Pedagogy—Vice Dr. Norton; Resigned, 1909.....	1903
A. Raap, elected Professor of Dutch—Vice Prof. Siegers...	1903
Van Raalte Memorial Hall dedicated	Sept., 1903
Rev. G. H. Dubbink, A. M., elected Professor of Systematic Theology—Vice Dr. Winter; Died, July, 1910.....	1904
Almon T. Godfrey, A. M., M. D., appointed Instructor in Chemistry and Physics; Assistant Professor, 1908; elected Professor of Chemistry, 1909.....	1904
Miss Carrie Krell, A. B., appointed Instructor in English; Resigned, 1910	1905
J. W. Beardslee, Jr., elected Professor of Ethics and Evidences of Christianity; Professor of Latin, 1912—Vice Prof. J. G. Sutphen; Resigned, June, 1913.....	1905
Henry R. Brush, A. B., elected Professor of German and French—Vice Prof. Veghte; Resigned June, 1913..	1905
Rev. John E. Kuizenga, A. M., appointed Professor of English and Pedagogy; Professor of Bible and Philosophy, 1909.....	1906

Carnegie Gymnasium dedicated	June, 1908
Elizabeth R. Voorhees Girls Residence dedicated	June, 1907
John Dyce Maclaren, M. D., elected Professor of Biology— Vice Dr. Mast; Resigned, 1909	1908
Frank B. Meyer, A. M., appointed Instructor in Greek and Latin	1908-1909
Frank N. Patterson, Ph. D., elected Professor of Natural Science—Vice Dr. Maclaren	1909
Mrs. Winifred Hackley Durfee, A. B., appointed Dean of Women—Vice Mrs. A. C. V. R. Gilmore—and Instruc- tor in English; Instructor in French, 1910	1909
Wynand Wichers, A. B., appointed Instructor in Latin and English; elected Professor of History—Vice Prof. Henry Boers, 1913	1909
Edwin A. Brown, Ph. D., appointed Professor in Pedagogy; Resigned, 1912	1909
Miss Elma G. Martin, Ph. B., appointed Instructor in English and German	1910
Miss Elva N. Forncrook, B. A., appointed Instructor in English and Expression and Physical Training	1910-1911
Peter J. Schlosser, Ph. M., appointed Instructor in German	1910-1911
President Gerrit J. Kollen, Resigned, April 26, 1911; appoint- ed President Emeritus	1911
Rev. Ame Vennema, D. D., Passaic, N. J., '79; elected President	April 26, 1911
Prof. James G. Sutphen, Rodman Professor of Latin Lan- guage and Literature, 1885-1912; Died Dec. 13	1911
Wilbur J. Greer, A. M., appointed Instructor in Latin and Greek; Resigned, 1913	1911
Katharine S. Moore, A. B., appointed Instructor in English and Public Speaking; Resigned, 1914	1911
Lambert Eidson, appointed Instructor in Education—Vice Dr. E. N. Brown; elected Professor, 1913; Resigned, 1914	1912
Rev. H. J. Veldman, appointed Instructor in Bible	1912-1914
Prof. Henry Boers, Professor of History, 1885-1913; Died, Jan. 24	1913
William J. Moerdyk, '13, appointed Instructor in Latin and Greek	1913
Miss Jennie Immink, '13, appointed Instructor in Latin and English	1913
Milton J. Hoffman, '09, appointed Professor in Latin—Vice Prof. John W. Beardslee, Jr.	1913
Charles Cuthbert Delano, A. M., Ph. D., appointed Instructor	

in German and French—Vice Prof. Henry R. Brush; Resigned, 1914	1913
Randolph Faries, A. B., appointed Instructor in Latin and English; Resigned, 1914	1913
John Tillema, A. B., appointed Instructor in Latin and Greek	1914
Edward Elias, A. M., appointed Professor of German and French—Vice Charles Cuthbert Delano	1914
Miss Alta J. Lich, A. B., appointed Instructor in English..	1914
Rev. George Boone McCreary, Ph. D., appointed acting Professor of Bible and Philosophy	1914-1915
Frederick G. Waide, Pd. D., appointed Professor of Educa- tion—Vice Prof. Lambert Eidson	1914

Western Theological Seminary

Reformed Church in America



1914-1915

Holland, Michigan

CALENDAR

1914-1915

- 1914 September 17.....Entrance Examinations
September 18.....Assignment of Work
November 26.....Thanksgiving Recess
December 18.....Christmas Recess begins
- 1915 January 5.....Work Resumed
January 21.....Winter Examinations
January 28.....Prayer for Colleges
May 11, 12.....Final Examinations
May 11.....Meeting of Board of Superintendents
May 12.....Commencement Exercises in the evening
- September 16.....Entrance Examinations
September 17.....Assignment of Work
November 25.....Thanksgiving Recess
December 17.....Christmas Recess begins

BOARD OF SUPERINTENDENTS

EX-OFFICIO

JOHN W. BEARDSLEE, D. D., LL. D.,
President of the Faculty
AME VENNEMA, D. D., - President of Hope College

From the Synod of New York

1918 REV. JAMES M. FARRAR, D. D., LL. D.,
Brooklyn, N. Y.

From the Synod of Albany

1919 REV. JAMES S. KITTELL, D. D. - Albany, N. Y.

From the Synod of New Brunswick

1918 REV. I. W. GOWEN, D. D. - Weehawken, N. J.

From the Synod of Chicago

1915 ELDER J. A. WILTERDINK - Holland, Mich.

1915 REV. JOHN ENGELSMAN - Orange City, Ia.

1918 ELDER GERRIT J. KOLLEN - Holland, Mich.

1918 REV. A. VAN DEN BERG - Grand Rapids, Mich.

1919 REV. PETER MOERDYKE, D. D.,
Grand Rapids, Mich.

1919 ELDER CORNELIUS DOSKER - Grand Rapids, Mich.

From the Classes

Dakota,	REV. B. W. LAMMERS	1917
Illinois,	" J. P. WINTER	1918
Holland,	" BENJAMIN HOFFMAN	1918
Pleasant Prairie,	" JOHN G. THEILKEN	1913
Iowa,	" FRED. LUBBERS	1919
Michigan,	" T. W. MUILENBERG	1919
Wisconsin,	" A. M. VAN DUINE	1919
Pella,	" A. ROZENDAL	1915
Grand River,	" EVERT TROOST	1916

Officers of the Board

REV. BENJAMIN HOFFMAN - President
REV. PETER MOERDYKE, D. D. - Stated Clerk

THE FACULTY

REV. JOHN W. BEARDSLEE, D. D., LL.D.,

President of the Faculty

In charge of Old Testament Exegesis

26 East Twelfth Street.

REV. JAMES F. ZWEMER, D. D.

(On leave of absence, 1914-1915)

Secretary of the Faculty and Professor of Practical
Theology.

64 West Fourteenth Street.

REV. MATTHEW KOLYN, D. D.,

Professor of Historical Theology.

66 West Thirteenth Street.

REV. EVART J. BLEKKINK, D. D.,

Professor of Systematic Theology.

303 College Avenue

REV. JOHN W. BEARDSLEE, Jr., Ph. D., D. D.,

Professor of Biblical Languages and Literature.

26 East Twelfth Street.

Committee on Reception of Students and Examinations

Rev. Benjamin Hoffman, Rev. Teunis W. Mullenburg,

Rev. Albert Vandenberg, Rev. Peter Moerdyke,

Elder Cornelius Dosker, President Ame

Vennema and the Faculty.

STUDENTS

SENIOR CLASS

- JOHN EVERETT BENNINK, A. B.....Kalamazoo
Hope College, 1912.
- JOHN WILLIAM BRINK, A. B.....Maurice, Iowa
Hope College, 1912.
- OLIVER GERRIT DROPPERS, A. B., Cedar Grove, Wis.
Hope College, 1912.
- JOHN DEWEY DYKSTRA, A. B.Holland
Olivet College, 1911.
- ENGLEHART FURDAHolland
Hope College.
- RAYMOND DIRK MEENGs, A. B.....Cedar Grove, Wis.
Hope College, 1911.
- GERRIT MENNINGAlton, Iowa
Hope College.
- HUBERT S. MUILENBERG, A. B.....Orange City, Iowa
Iowa College, 1912.
- THOMAS G. VAN DEN BOSCH.....Grand Haven
Calvin College, 1912.
- FREDERICK JOHN VAN DYK, A. B., Grand Rapids
Hope College, 1912.

- BART R. VAN ZYL, A. B. Alton, Iowa
Hope College, 1912.
- FREDERIC ZANDSTRA, A. B. Chicago, Ill.
Hope College, 1912.

MIDDLE CLASS

- JOHN BOVENKERK Holland
- HENRY COLENBRANDER, A. B. Paterson, N. J.
Hope College, 1913.
- CLARENCE PAUL DAME Chicago, Ill.
Hope College, 1913.
- JOHN MARTIN DE VRIES, A. B. Austinville, Iowa
Mission House, 1913.
- LAMBERTUS HEKHUIS, A. B. Overisel
Hope College, 1913.
- GEORGE G. HENEVELD, A. B. Holland
Hope College, 1913.
- ALEXANDER VAN BRONKHORST, A. B., Hudsonville
Hope College, 1913.
- RICHARD JOHN VANDEN BERG, A. B., Grand Rapids
Hope College, 1913.
- BEREND THEODORE VANDER WOUDE, A. B., Holland
Hope College, 1913.
- ALBERT HARMS WAALKES, A. B., German Valley, Ill.
Mission House, 1913.

JUNIOR CLASS

- JACOB JONATHAN ALTHUIS, A. B. Holland
Hope College, 1914
- GEORGE WILLIAM BONTE, A. B. Alexander, Iowa
Hope College, 1913.

HARRY HOFFS, A. B.....	Hospers, Iowa
Hope College, 1914.	
HENRY CHRISTIAN JACOBS, A. B.....	Alton, Iowa
Hope College, 1914.	
HENRY VAN EYCK STEGEMAN, A. B.....	Holland
Hope College, 1912.	
JOHN CORNELIUS VAN WYK, A. B.,	Orange City, Iowa
Iowa College, 1912.	
H. MICHAEL VEENSCHOTEN, A. B.....	Yucaipa, Cal.
Hope College, 1914.	

SUMMARY

Senior Class	12
Middle Class	10
Junior Class	7
Total.....	<u>29</u>

COURSES OF STUDY

EXEGETICAL THEOLOGY

HEBREW

Junior Class

1. Elements of Hebrew Grammar and word formation, based on selected readings from the Pentateuch and the books of Samuel.

Five hours a week throughout the year. Prof. J. W. Beardslee, Jr.

Middle and Senior Classes

2. The Minor Prophets with the text of Amos, Jonah and Malachi, and a historical review of the period.

Three hours a week, first semester. Prof. J. W. Beardslee. (Not offered in 1914-1915).

3. Hebrew Poetry, its external form and exegesis.

Three hours a week, second semester. Prof. J. W. Beardslee. (Not offered in 1914-1915).

4. Selections from the Historical books, with a study of Chronology and the relations of Israel with foreign nations.

Three hours a week, first semester. Prof. J. W. Beardslee.

5. Messianic Prophecy, the principles of its exegesis and the development of the Messianic idea.

Three hours a week, second semester. Prof. J. W. Beardslee.

6. The book of Ecclesiastes.

Senior Class

7. Old Testament Introduction, with reference to the contents of the books and current criticism.

One hour a week throughout the year. Prof. J. W. Beardslee.

GREEK

Junior Class

1. The Gospel of Mark read as an Introduction to New Testament Greek.

One hour a week throughout the year. Prof. J. W. Beardslee, Jr.

2. The Acts of the Apostles. A study of the original sources of our knowledge of early Church life.

One hour a week throughout the year. Prof. J. W. Beardslee.

Middle Class

3. Introduction to the New Testament.

One hour a week throughout the year. Prof. J. W. Beardslee, Jr.

4. The Epistle to the Hebrews. An exegetical study of the argument.

Three hours a week, first semester. Prof. J. W. Beardslee, Jr.

5. The Life of Jesus, with special reference to the first three gospels.

Three hours a week, second semester. Prof. J. W. Beardslee, Jr.

Senior Class

6. The Gospel according to St. John.

Three hours a week, first semester. Prof. J. W. Beardslee, Jr.

7. The Epistle to the Romans.

Three hours a week, second semester. Prof. J. W. Beardslee, Jr.

HISTORICAL THEOLOGY

Junior Class

1. Sacred History. A careful study of the history of God's revelation to Israel during the period of the Old Dispensation. A brief course in Intertestamentary History. The study of the life of Christ, and the founding of the Christian Church. Text-book, lectures and theses.

Four hours a week, first semester. Prof. M. Kolyn.

2. Church History. World conditions at the "Fullness of Time." Struggles and victories of the early church. Text-book and thesis.

Four hours a week, second semester. Prof. M. Kolyn.

Middle Class

3. Church History. Middle Period. Development of worship, doctrine and government. Rise and decline of the Papacy. The first period of the Reformation. Text-books and theses.

Four hours a week throughout the year. Prof. M. Kolyn.

Senior Class

4. Church History. Modern Period. History of the Reformation, continued. The rise and development of Protestant Churches in Europe. History of the Church in America, with special study of the history of the Reformed Church.

Four hours a week throughout the year. Prof. M. Kolyn.

5. History and Theory of Missions. Text-book and Lectures.

One hour a week, first semester. Prof. M. Kolyn.

SYSTEMATIC THEOLOGY

Junior Class

1. Theological Encyclopedia and Methodology.
Two hours a week, first semester. Prof. E. J. Blekkink.
2. Confessional Theology and Symbolics.
Two hours a week, first semester. Prof. E. J. Blekkink.
3. Theology. The Doctrine of God.
Two hours a week, second semester. Prof. E. J. Blekkink.
4. Authority.
Two hours a week, second semester. Prof. E. J. Blekkink.

Middle Class

5. Theology. Anthropology, the Doctrine of Man; Christology, the Doctrine of the Person of Christ; Soteriology, the Doctrine of Salvation.
Four hours a week throughout the year. Prof. E. J. Blekkink.

Senior Class

6. Theology. Eschatology, the Doctrine of Last Things.
Three hours a week, first semester. Prof. E. J. Blekkink.
7. Review of the entire system of theology.
Two hours a week, second semester. Prof. E. J. Blekkink.
8. Christian Ethics.
One hour a week throughout the year. Prof. E. J. Blekkink.
9. Modernism.
One hour a week, second semester. Prof. E. J. Blekkink.

PRACTICAL THEOLOGY

On account of Prof. Zwemer's absence during the year 1914-1915 his work during that year will be divided among his colleagues.

Junior Class

1. Diaconics. The nature, qualifications and demands of the Gospel Ministry.

One hour a week throughout the year. Prof. J. F. Zwemer.

2. Hermeneutics, including a synthetic study of the books of the Bible.

One hour a week throughout the year. Prof. J. F. Zwemer.

3. Homiletics, with lectures on the Ministry of Preaching and Sermon work.

Three hours a week throughout the year. Prof. J. F. Zwemer.

Middle Class

4. Liturgics.

Three hours a week, first semester. Prof. J. F. Zwemer.

5. Poimenics, Catechetics and Sunday School work.

Three hours a week, second semester. Prof. J. F. Zwemer.

6. Sermon sketches. Exercises in preaching. Written and Extemporaneous sermons and explanations of the Heidelberg Catechism.

One hour a week throughout the year. Prof. J. F. Zwemer.

Senior Class

7. Expository study of the Pastoral Epistles, in relation to Evangelization and Sociology.

Two hours a week throughout the year. Prof. J. F. Zwemer.

8. Kybernetics, Church Polity and Church Government, written sermon sketches, exercises in preaching written and extemporaneous sermons in the English, Holland and German languages.

One hour a week throughout the year. Prof. J. F. Zwemer.

GENERAL INFORMATION

THE YEAR—The Seminary opens on the third Thursday in September, at ten o'clock a. m., when the committee meets for the reception of students, and closes on the second Wednesday in May, with the Annual Commencement, at which addresses are made by two students and a member of the Board of Superintendents appointed for that purpose.

CONDITIONS OF ENTRANCE—Every applicant is required to present a certificate of church membership and one of literary qualifications. Graduates of a college of recognized standing, whose course of study includes a sufficient amount of Greek, Latin and Philosophy, will be admitted upon presentation of the usual credentials.

Applicants are expected to present a letter of Church membership with their testimonials.

Students are accepted from any denomination of Christians.

The requirements of the Constitution in regard to students preparing for the ministry in the Reformed Church are as follows:

"Every person contemplating the work of the ministry, before he commences his course of Theological studies, shall furnish satisfactory evidence of his being a member, in full communion and in good standing, of a Reformed Protestant Church; of his piety, abilities and literary attainments; and thereupon shall be admitted into one of the Theological Schools; and, during the prosecution of his studies there, shall be subject to the rules and regulations thereof; and, when he shall have completed the prescribed course and term of Theological studies, shall be admitted to an examination according to the regulations

of the Schools, as established by the General Synod; and, if found qualified, shall receive a Professorial Certificate to that effect, which shall entitle him to an examination for licensure before the Classis to which he belongs."—Constitution, Art. II, Sec. 2.

EXAMINATIONS—At the close of the year an oral examination of all the classes is held before the Board of Superintendents on Tuesday and Wednesday of Commencement week. Special written examinations are held in mid-winter as the work requires. The papers of these written examinations are transmitted for approval to a committee of the Board of Superintendents.

BENEFICIARY AID—Instruction is entirely gratuitous. Young men are aided by the Board of Education as their circumstances require and the funds admit, not only while in the Seminary, but in the College studies preparatory to entering it. Rooms are provided in the Seminary Dormitory, and board can be obtained in the city or at Voorhees Dormitory.

MISSION WORK—A study of Missions is included in the regular work of the Seminary. The students and faculty together support two native workers in India. A weekly prayer meeting does much to stimulate a deep interest in missions. Mr. Peter Semelink has established a scholarship of \$2,000, the income of which is to be paid to a student in the Seminary, preference being given to one looking forward to Foreign Missionary Work.

During the year lectures on Missions were delivered as follows: The Rev. Dr. Samuel M. Zwemer of Cairo, Egypt, on "The Mohammedan Conception of the Trinity;" the Rev. Dr. John H. Wyckoff of India, a series of four lectures on "Problems in India;" the Rev. Dr. Albert Oltmans of Tokio, Japan, on "The Work of Theological Education in Japan;" the Rev. George Schnucker of Pleasant Prairie, Illinois, on

"Our Work Among the Germans of the Particular Synod of Chicago;" the Rev. J. Ira Jones of the Methodist Mission in Japan, on "Japan's Immediate Need of Missionaries."

THE ADELPHIC Y. M. C. A.—A gathering of Professors and Students is held every Tuesday evening at the home of one of the Professors. It stands for social, intellectual and spiritual development. Devotional exercises occupy the first half hour, essays and general discussions follow, after which a brief time is spent in social enjoyment. This meeting constitutes one of the most attractive features of our Seminary life.

STUDENT PREACHING—Members of the Middle and Senior classes have frequent opportunities to preach in our mission churches and where special service is needed. The assignment of students for such purposes is left by the General Synod with the Faculty, who will endeavor to afford all the students an opportunity to preach. It will greatly facilitate our effort if the churches needing such supplies will apply directly to the Faculty.

During the summer vacation students may be assigned to mission fields. In this way they are enabled to acquire experience in conducting church work as well as supplement their own income.

PROFESSORATE—The intention of the Reformed Church to establish Educational Institutions which would provide for her young people in the rapidly growing West, found expression in Hope College, which was incorporated in the year 1866. Seven members of the first graduating class petitioned the General Synod for permission to continue their theological studies at the College. Synod granted the request and arranged for the Professors of the College to give the necessary instruction. In 1867 the Rev. Cornelius E. Crispell was formally elected "Professor of Didactic and Polemic Theology at Hope College," and with assistance from the other professors he was directed to

give theological instruction in connection with his duties in the College. For a supervising body, Synod divided its Board of Superintendents of the Seminary at New Brunswick, which was composed of one delegate from each Classis throughout the Church, into an Eastern and Western Section, the Western to have charge of theology at Hope College.

Its work was greatly embarrassed by the lack of money, and its relation to the Synod was not according to the traditions of the Church. This finally led to a suspension of Theology in 1877, the Synod at the same time emphatically assuring the western churches it would gladly restore the school as soon as endowment could be secured.

In 1884, endowment for one professorship having been secured, mainly through the sacrifice of the western churches, Synod elected the late Rev. Dr. Nicholas M. Steffens as Professor of Didactic and Polemic Theology, with the Rev. Peter Moerdyke and the Rev. Henry E. Dosker as temporary Lectors.

Dr. Steffens resigned his position in 1895, and the late Rev. Dr. Egbert Winter was chosen his successor. He resigned in 1904 and the late Rev. Gerrit H. Dubblnk was elected his successor, filling his position until his death in July, 1910. The Board of Superintendents requested Dr. Steffens to take charge until the Synod should meet in June, 1911, when he was chosen professor and remained in active service until his death, July 24, 1912.

Since that time the Rev. Dr. Blekkink has occupied the position; for one year on appointment of the Board and in 1913 by election of General Synod.

In 1888 a second professorship was established for Biblical Languages and Literature. The Rev. Dr. John W. Beardslee was elected professor and remained until 1913 when, at his own request, he was declared Emeritus. The Rev. John W. Beardslee, Jr., was elected as his successor.

In 1894 a third professorship was established for **Historical Theology** and the Rev. Henry E. Dosker was elected professor. He resigned in 1903. The Rev. Dr. Nicholas M. Steffens was elected his successor. He remained until 1911 when he was transferred to the chair of **Systematic Theology**. The Rev. Dr. Matthew Kolyn was chosen as Lector in 1910 and by the General Synod made a permanent professor in 1911.

In 1907 a fourth professorship, that of **Practical Theology**, was established and the Rev. James F. Zwemer elected professor.

SEMELINK FAMILY HALL. For nearly thirty years the Seminary had no home but occupied two very unsuitable rooms in a building on the College Campus, originally built as a residence for Professor Oggel. But in 1895 God moved the heart of Mr. Peter Semelink, of the Vriesland church, to erect a fine brick building, now known as the "Semelink Family Hall," furnished with modern conveniences, and containing five excellent lecture rooms and a commodious chapel.

THE LIBRARY. The new Library building is now completed and open for use. Its dimensions are about forty-eight by fifty-four feet. It has a basement well lighted and provided with book-shelves for the storage of a large number of books. Within is a wide hall having on one side a large reading room with reference library, including the leading theological encyclopedias and magazines, besides general works of reference. On the opposite side of the hall is a room designed for research work and committee meetings. These rooms as well as their furniture are of solid oak. Back of them is the stack-room with shelf-room for about 25,000 volumes and so arranged as to admit of a second story for shelves when necessary.

Already about 10,000 books are on the shelves with card catalogues and other facilities for consultation. The

students also have free access to the large library of Hope College, and to the public library of the city of Holland.

Valuable donations have been received during the year from our Board of Publication, from the library of the Rev. Dr. John M. Ferris, from the Michigan Historical Society, from the Christian Intelligencer, from the Rev. Dr. James M. Farrar, from Mr. Winter and from Lake Forest University.

DORMITORY. The common life of the Seminary finds its fullest realization in the new dormitory, a splendid building of brick and stone standing on the highest part of the campus. Along both the first and second stories of either side of the building extends a broad porch. The spacious entrance hall is fitted with wall seats beneath the stairs. At right and left are the two reception rooms which with the hall between form an ideal gathering place for the students and their friends. Here are tables and newspapers. Throughout the building the woodwork is of oak, the floors of maple. There are thirty student rooms, four of which are arranged en suite for the joint occupancy of two students. These rooms are large, each with its artistic table, study chair and rocker and bookcase built in the wall. In each room is an alcove, to which both hot and cold water are piped. In the basement there is a large room equipped with gymnastic apparatus, and both shower and tub baths are provided. The corridors are roomy, well lighted and ventilated.

POWER PLANT. The physical usefulness of the Seminary is much enhanced by the Power Plant, a neat red brick building where steam is generated and piped to all the buildings and where the electric light and water systems have their center. This saves the other buildings much noise and dirt, and greatly diminishes the fire risk.

RESOURCES. The Seminary desires to see its teaching force supported partly from the income of a limited endow-

ment, and partly by the annual contributions of churches and friends.

In accordance with this idea an endowment has been secured for the three professorships first organized, amounting to thirty thousand dollars for each chair. An endowment of ten thousand dollars has also been secured for incidental expenses, and of one thousand dollars for a Library fund.

Since the reestablishment of Theological Instruction at Holland, in 1884, all the money needed for the salaries of the Lectors temporarily employed and for the payment in full of the salaries of the unendowed and partially endowed Chairs, has been regularly provided from the Salary Fund, to which nearly all the Churches in the West devote an annual free-will offering.

Out of this fund the Salary of the Professor of Practical Theology is paid, and it also provides for whatever deficits may occur in the income from the endowment of the other professorships.

As proof that this Salary Fund is a living link between the Seminary and the Churches and justifies the wisdom of thus investing a part of our Endowment in the affections of our constituency, it may be stated that this Fund has grown from \$600 to the present income of \$2,200 annually, and that the amount given during these twenty years to this Fund, to supplement the income of the annual Endowment, now aggregates the grand total sum of \$27,000.

NEEDS WAITING FOR RESPONSIVE FRIENDS

Endowment for the Fourth Professorship;

Increased Library Endowment.

The salary of the fourth professorship is now met from the contributions of the churches. As soon as its endowment shall have been provided, these contributions can be used to secure the services of a fifth professor. This is imperatively necessary. At present the teaching of both Old and New Testaments is in the care of a single professorship.

Our Library has made an exceptional growth, through the thoughtful assistance of our many friends. It is now thoroughly indexed and arranged so as to be easily accessible to our students. But we have so small an endowment that we are unable to secure new books and periodicals which ought to be placed before the students as soon as they appear. This we regard as one of the fundamental requirements for securing a ministerial education such as the times demand. Can we look for the co-operation of our friends to secure this?

General Synod's Permanent Committee on the Finances of the Western Theological Seminary.

REV. JOHN W. BEARDSLEE, President

REV. JAMES F. ZWEMER, Secretary and Treasurer

MR. JOHN A. WILTERDINK MR. THUNIS PRINS

MR. JOHN A. TROMPEN MR. BAREND DOSKER

FORM OF BEQUEST

I give unto the General Synod of the Reformed Church in America.....Dollars for the maintenance and support of the Theological Seminary of said Church, located at Holland, Michigan, and they are to invest the principal and apply the interest to said purpose.

Or

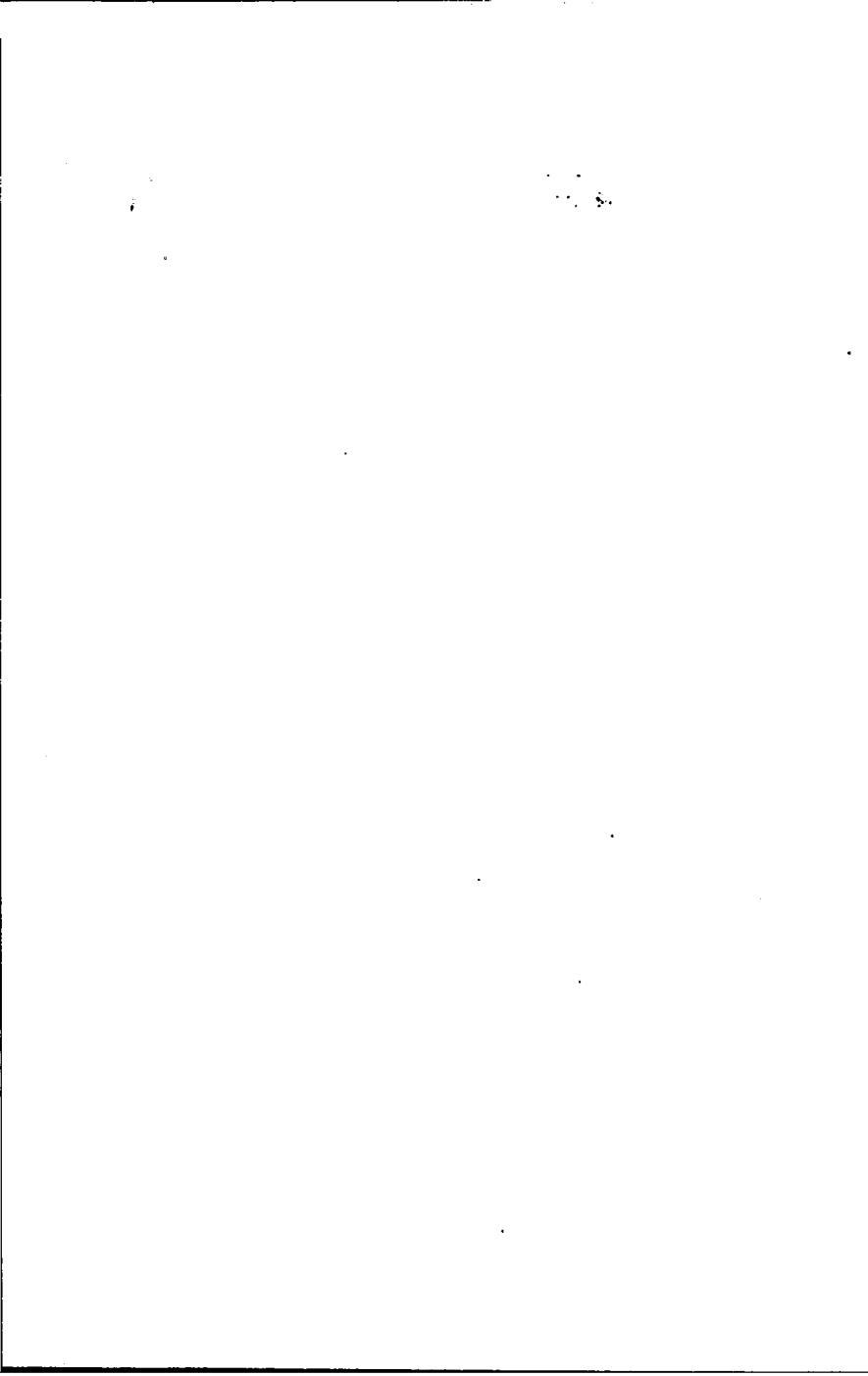
I give unto the General Synod of the Reformed Church in America.....Dollars for the establishment of a Professorship in the Theological Seminary of said Church, located at Holland, Michigan, to be named:

.....

.....

Or

I give unto the General Synod of the Reformed Church in America.....Dollars to the fund for the purchase of books for the Library of the Western Theological Seminary, located at Holland, Mich.





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THE UNIVERSITY OF CHICAGO

